

Binational Symposium | Simposio Binacional
“THE STUDENTS WE SHARE | LOS ESTUDIANTES QUE COMPARTIMOS”

September 12 & 13, 2016 | 12 y 13 de septiembre, 2016
Casa de la Universidad de California
Mexico City | Ciudad de México

PROGRAM | PROGRAMA*
Symposium Day 1 / Día 1 del simposio

8:30-9:00	Check-in / Registro
9:00-9:10	Welcome & Opening / Bienvenida y Apertura Dra. Patricia Gándara , University of California, Los Angeles (UCLA) Dr. Maximino Matus Ruíz , El Colegio de la Frontera Norte (COLEF - CONACYT)
9:10-9:45	Official Opening / Apertura Oficial: ● Dra. Aimée Dorr, Provost and Executive Vice President, University of California ● Dra. Alma Eunice Rendón, Titular, Instituto de los Mexicanos en el Exterior (IME), Secretaría de Relaciones en el Exterior (SRE) ● Senator Kevin de León, California State Senate, Senate President Pro Tempore ● Dr. Enrique Cabrero, Director General del Consejo Nacional de Ciencia y Tecnología (CONACYT)
9:50-10:00	Maggie Loredó , Otros Dreamers en Acción (ODA), The Experiences of Student Returnees / <i>Las Experiencias de los Alumnos Retornados</i>
10:00-10:45	Panel 1: The Urgency / La Urgencia del Tema ● Chair: Dr. Allert Brown-Gort, The Instituto Tecnológico Autónomo de México (ITAM) ● Dr. Tonatiuh Guillén, Presidente del Colegio de la Frontera Norte (COLEF) ● Mtra. María Dolores Sánchez Soler, Directora Adjunta de Posgrados y Becas, CONACYT ● Dra. Alma Eunice Rendón, Directora del Instituto de los Mexicanos en el Exterior (IME) ● Mtra. Rocío Inclán, Director, Office of Civil and Human Rights, National Education Association (NEA)

10:50-11:20	Coffee Break / Receso Film Screening: <i>Una Vida, Dos Países: Children and Youth (Back) in Mexico</i> w/filmmakers Tatyana Kleyn and William Pérez Press Conference (media only) / <i>Rueda de Prensa</i> (medios de comunicación únicamente)
11:25-12:20	Keynote Address / Discurso Magistral Thomas A. Saenz, President & General Counsel, Mexican American Legal Defense and Educational Fund (MALDEF): Crafting immigration policies in the U.S. that would help to remove barriers experienced by immigrant Students / <i>La Elaboración de las políticas migratorias en EE.UU. que ayudarían a eliminar las barreras que experimentan los estudiantes migrantes</i>
12:25-1:55	Panel 2: Mapping the Educational and Economic Terrain of the Students We Share / Cartografía del Terreno Educativo y Económico de los Estudiantes que Compartimos <i>Obj: Develop a profile of the educational and economic realities of the students / Delinear el perfil de las realidades educativas y económicas de los estudiantes</i> - Chair: Dra. Ana Bárbara Mungray, Universidad Autónoma de Baja California (UABC) Dra. Mónica Jacobo, Centro de Estudios y Docencias Económicas (CIDE): Children and youth return migration to Mexico--characteristics and challenges to educational (re)integration / <i>Migración infantil y juvenil de retorno en México--características y retos a la (re)inserción educativa</i> Dr. Gary Orfield, UCLA: Education and the Perpetuation of Inequality in a Cross-Border Megalopolis / <i>La educación y la Perpetuación de la Desigualdad en un Megalópolis Transfronterizo</i> Dr. Luis Calva, COLEF: Migration flows of education and skills from Mexico to the US / <i>Los flujos migratorios de la educación y las habilidades que transitan de México a los EE.UU.</i> Dr. Hiram A. Ángel Lara (or Guillermo Ochoa Campollo), Universidad de Guadalajara (UDG): The Mexican universities and institutional restrictions placed on the “los retornados” coming from the U.S.: Studies of State Universities / <i>Las universidades mexicanas y las restricciones institucionales para los estudiantes retornados desde Estados Unidos: los casos de las universidades estatales</i> - Discussant/Comentarista: Dra. Ivanía de la Cruz, Programa Interdisciplinario sobre Política y Prácticas Educativas (PIPE-CIDE)
2:00-3:15	Lunch / Comida

3:25-4:50	Panel 3: Circulation, Return, and Fragmentation - The Experiences of Youth and Their Families / <i>Circulación, Retorno, y Fragmentación – Las Experiencias de los Jóvenes y sus Familias</i> <i>Obj: Reach an understanding of the challenges and opportunities of young migrants and returnees / Comprender los desafíos y oportunidades de los jóvenes migrantes y retornados</i> - Chair: Veronique Rorive, UC-Mexico Initiative Dra. Leticia Calderón Chelius, Instituto Mora: Ideas and assumptions about Mexico among young Mexicans returning to the country / <i>Ideas y supuestos sobre México en los jóvenes mexicanos que retornan al país.</i> Dr. Rodrigo Aguilar Zepeda, COLEF: Arriving at Mexican “Schools.” Experiences of young immigrants and returnees in the process of integration and school integration in Mexico / <i>Llegando a las escuelas mexicanas. Experiencias de jóvenes inmigrantes y retornados en su proceso de inserción e integración escolar en México</i> Mtra. Catalina Panait, Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM): Children Circulating between the U.S. and Mexico: fractured schooling and linguistic ruptures / <i>Los niños que circulan entre los EE.UU. y México: la escolarización fracturada y rupturas lingüísticas</i> - Discussant/Comentarista: Dra. Gail Mummert, Colegio de Michoacán (COLMICH)
4:55-6:25	Panel 4: El Desempeño Académico de los Estudiantes que Compartimos / The Academic Performance of the Students We Share <i>Obj: Compare the academic performance of students from both countries / Contrastar el desempeño académico de los estudiantes en los dos países</i> - Chair: Dr. Maximino Matus Ruíz, COLEF - CONACYT Dr. Enrique Martínez Curiel, UDG: Those who stay in Mexico and those who go to the U.S.--A longitudinal comparison of the educational trajectories of youth in transition to adulthood / <i>Los que se van y los que se quedan--Estudio comparativo y longitudinal de trayectorias educativas de jóvenes en transición a la adultez</i> Mtra. Melissa Floca, UCSD: The educational performance of Mexican students in the Californias / <i>El desempeño académico de los estudiantes mexicanos en las californias</i> Dra. Silvia Giorguli, President, El Colegio de México (COLMEX): Academic achievement of Mexican youth considering migration to US / <i>El logro académico de los jóvenes mexicanos considerando la migración hacia los Estados Unidos</i> Dr. Víctor Zúñiga, ITESM: Children of International Migration: consequences for school trajectories / <i>Los niños que participan en la migración internacional: consecuencias sobre sus trayectorias escolares</i> - Discussant: Dr. Juan Zorrilla Alcalá, Universidad Nacional Autónoma de México (UNAM)
6:30	Reception / Recepción

SYMPOSIUM DAY 2 / Día 2 del simposio

9:00-9:35	Mtro. Roberto J. Rodríguez, Domestic Policy Council, President Obama's Advisor on Education, White House / <i>Consejo de Política Nacional, Asesor del Presidente Obama sobre la Educación, La Casa Blanca</i>
9:40-11:05	Panel 5: Schools, School Systems, and Students Caught in the Middle / Escuelas, Sistemas Educativos y Estudiantes en Tránsito <i>Obj: Present an overview of the systems and institutions that seek to educate the students we share / Presentar un panorama general de los sistemas e instituciones que busquen educar a los estudiantes que compartimos</i> - Chair: Mtra. Melissa Floca, Center for U.S.-Mexican Studies (USMEX), UCSD Dr. Ana Bárbara Mungaray, Mexican Migration Field Research Program (MMFRP), University of California, San Diego (UCSD): Survey findings from Mapping the Terrain (Focus on systems findings) / <i>Las conclusiones del estudio "Cartografía del terreno"</i> Dr. William Pérez, Claremont Graduate University (CGU): Fragmented Schooling: Examining the Educational Experiences of Indigenous, Undocumented, and Deported Mexican Youth / <i>La escolarización fragmentada: examinando las experiencias educativas de los jóvenes mexicanos indígenas, indocumentados, y deportados</i> Dra. Eunice D. Vargas, COLEF: American citizenship, schooling and binational school access for children of recent immigration from the U.S.A. / <i>Ciudadanía americana, escolarización y acceso escolar binacional en niños de inmigración reciente de EUA</i> - Discussant/Comentarista: Dr. Rafael Fernández de Castro, Instituto Tecnológico Autónomo de México (ITAM)
11:05-11:15	Coffee Break / Receso
11:20-12:50	Panel 6: The Teachers We Have, The Teachers We Need / Los Maestros que Tenemos y los Maestros que Necesitamos <i>Obj: Obtain an understanding of the challenges and opportunities faced by teachers of the students we share / Comprender e identificar los desafíos y oportunidades que enfrentan los maestros de los estudiantes que compartimos</i> - Chair: Dr. Gary Orfield, UCLA Dr. Edmund T. Hamann, University of Nebraska, Lincoln: Mexican Teacher Responses and Possible Responses to Transnational Students in Mexican Schools / <i>Respuestas de los Educadores a los Niños Migrantes en las Escuelas Mexicanas</i> Dra. Francesca López, University of Arizona (UA): Competencies of Teachers of Transnational Students: Do They Have the Language and Cultural Skills Our Students Need? / <i>Las Capacidades de los Maestros de los Alumnos Transnacionales: ¿Tienen las Capacidades Lingüísticas y Culturales que Nuestros Alumnos Necesitan?</i> Dr. Bryant Jensen, Brigham Young University (BYU): Classroom Learning Opportunities for the Students We Share in Mexico / <i>Oportunidad de Aprendizaje en el Aula en México</i> Dra. Lucrecia Santibañez, CGU: Basic Profile of Teachers in the U.S. and Mexico: Prospects for Translational Students /

	<i>El Perfil de los Profesores en los Estados Unidos y México: Perspectivas para Los Alumnos Transnacionales</i> Discussant/Comentarista: Dr. Adam Sawyer, SOKA University of America
12:55-2:25	Panel 7: Voices of the Students/Voces de los Estudiantes <i>Obj: Share experiences of students traversing both educational systems / Compartir experiencias de los alumnos transitan entre ambos sistemas educativos</i> - Chair: Atala Pérez Rodríguez, UC Mexico Initiative Dra. Magdalena Barros Nock, <i>Centro de Investigación y Estudios Superiores en Antropología Social (CIESAS)</i>: School in the lives of young indigenous migrants. Case studies in the Santa Maria Valley, California--Students' perceptions on discrimination and unfairness in rural schools in California / <i>La escuela en la vida de los jóvenes indígenas migrantes. Estudios de caso en el Valle de Santa María, California--Percepciones de los estudiantes sobre la discriminación y la injusticia en las escuelas rurales en California</i> Mtra. Betsabé Roman, ITESM (Lic. Eduardo Carrillo, Universidad de Monterrey, UDEM): School Itineraries of Children Moving from the United States to Mexico / <i>Itinerarios escolares de niños que llegan de Estados Unidos a México</i> Dra. Tatyana Kleyn, The City College of New York (CCNY): Voices of Transborder Students: Identity, Languaging and Schooling (Back) in Mexico / <i>Las Voces de Estudiantes Transfronterizos: Identidad, "Languaging" y la Escolarización (de vuelta) a México</i> Dr. Agustín Escobar Latapí, Director, CIESAS <i>Effective Access to the Mexican Education System for Returning Migrant Students / Acceso Efectivo de los Migrantes de Retorno al Sistema Educativo Mexicano</i> - Discussant/Comentarista: Dra. María de la O Martínez, CIESAS
2:30-3:35	Lunch / Comida
3:40-5:10	Panel 8: What Needs to be Done / Soluciones a los Retos <i>Obj: Present diverse perspectives for confronting the problem of the students we share / Presentar diversas perspectivas para afrontar la problemática de los estudiantes que compartimos</i> - Chair: Dr. Maximino Matus Ruíz, COLEF - CONACYT Mtro. Javier Treviño, Subsecretario Educación Pública, México Dr. Thomas Adams, Deputy Superintendent of Education, California Mtro. Gustavo Padilla, Director General de Educación Superior, Investigación y Posgrado de Jalisco Dra. Jennifer L. O'Donoghue, Directora de Investigación, <i>Mexicanos Primero</i> Mtra. Gabriela Uro, Council of Great City Schools - Moderador: Carlos González Gutiérrez, Cónsul General of Mexico, Austin, Texas

5:15-6:45	Panel 9: What Can Legislators do? ¿Qué Pueden Hacer los Legisladores? Panel of Legislators from Baja California, California, Ciudad de México, Campeche y Guanajuato <i>Obj: Create a space for dialogue between legislators of both education systems in order to commit to working on behalf of the students we share in their respective areas of influence / Crear un espacio de diálogo entre legisladores de ambos sistemas educativos con la finalidad de que se comprometan con la causa de los estudiantes que compartimos en sus respectivos ámbitos de injerencia.</i> ● Chair: Dr. Patricia Gándara, UCLA ● Sen. Ben Hueso, California State Senator, San Diego-Imperial County Region; Chair, Senate Select Committee <i>on California-Mexico Cooperation</i> ● Asm. José Medina, California Assembly member, Riverside, Moreno, Mead, Perris; Chair, Assembly Committee on Higher Education ● Asm. Eduardo Garcia, California Assembly member, Riverside and Imperial County Regions ● Sen. Juan Carlos Romero Hicks, Senador de la República, Guanajuato, Comisión de Educación (PAN) ● Dip. Adriana Ortiz Lanz, Diputada Federal, Campeche, Comisión de Educación Pública y Servicios Educativos (PRI) ● Dip. Laura Torres Ramírez, Diputada Local, Congreso de Baja California ● Moderator & Closing: Leonardo Kourchenko, Journalist/Periodista
6:45	Reception / Recepción

**THE SYMPOSIUM ORGANIZERS GRATEFULLY ACKNOWLEDGE THE SUPPORT OF
THE UNIVERSITY OF CALIFORNIA OFFICE OF THE PRESIDENT AND THE FORD FOUNDATION**

Symposium Co-conveners: Co-convocantes: Centro de Investigación y Docencia Económicas (CIDE); Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS); Colegio de la Frontera Norte (COLEF); El Colegio de México (COLMEX); Instituto de Mexicanos en el Exterior (IME); Instituto Mora (IM); Programa Interdisciplinario sobre Política y Prácticas Educativas (PIPE); Secretaría de Educación Pública (SEP); Universidad Autónoma de Baja California (UABC), Universidad de Guadalajara (UdeG); University of California Office of the President (UCOP); UCLA Civil Rights Project/Proyecto Derechos Civiles (CRP/PDC); UC San Diego Center for U.S.-Mexican Studies (USMEX); U.S. Embassy (Mexico City); and the Senate Select Committee on California-Mexico Cooperation

***PROGRAM MAY CHANGE DUE TO EVENTS BEYOND OUR CONTROL
EL PROGRAMA PUEDE VARIAR DEBIDO A CIRCUNSTANCIAS FUERA DE NUESTRO CONTROL**

“STUDENTS WE SHARE” SPEAKERS’ BIOS

Thomas “Tom” Adams is the Deputy Superintendent, Instruction and Learning Support Branch, California Department of Education. This branch includes programs on early education, K-12 curriculum guidance, instructional materials, professional learning, career and college readiness, and English learner support. Prior to his appointment as Deputy Superintendent, Tom worked in the Curriculum Frameworks, and Instructional Resources Division (CFIRD) for 18 years and 12 of those as the Executive Director of the Instructional Quality Commission (formerly known as Curriculum Development and Supplemental Materials Commission). His professional accomplishments include the *English Language Arts/English Language Development Curriculum Framework for Public Schools* (2014) and the *History-Social Science Curriculum Framework for Public Schools* (2016). Both documents provide guidance on addressing the educational needs of all students in an academically rich and culturally relevant manner. He received his doctorate in modern European history from the University of California, Davis, and earned his undergraduate degree in history from California State University, Chico. In addition to his duties at CDE, Tom is also a member of the Board of Education for the Davis Joint Unified School District.

Rodrigo Aguilar is currently completing his postdoctoral studies at El Colegio de la Frontera Norte. He received his PhD in population studies from El Colegio de México, and master’s from the Universidad Autónoma del Estado de Morelos (UAEM) and the Centro Regional de Investigaciones Multidisciplinarias (CRIM/UNAM). His main areas of research are: return migration to Mexico (socio-demographic characterization), return migration of children and youngsters to México and its relationship with school insertion, return migration to homes and their restructuring, as well as the issue of assimilation in return migration contexts.

Hiram Ángel currently coordinates the Master in Government Policies degree at the University of Guadalajara and since 2010, is consultant in the knowledge and learning area of the Inter-American Development Bank (INDES-BID). He studied Political Science and International Relations at the Center for Economical Research and Teachings (CIDE), obtained a Masters degree in FLACSO-México, and PhD. in Social Sciences from The Western Research and Higher Studies on Social Anthropology Center (CIESAS-Occidente), with a research paper on the situation of young mexicans in the United States that attempt to enter college and their challenges upon returning to México, entitled *A Possible Dream? Challenges and difficulties faced by Mexican undocumented students upon attempting to enter a university in the United States and Mexico during the beginning of the 21st century*. He has published works about discrimination against Mexicans in the United States, and return and educative insertion of young undocumented students. He is a founding member of the group Jóvenes Jalisco-USA/Crossing Borders whose objective is to encourage the reintegration of young Mexicans who return to the environment of the state of Jalisco, creating a community of returnees as well as facilitating their reintegration into various aspects of Mexican society.

Magdalena Barros Nock is a full time Professor-Researcher at the CIESAS. She earned her doctorate in Development Studies from the Instituto Internacional de Estudios Sociales de la Universidad Erasmus, Rotterdam, Holanda. Her areas of research and teaching are: international migration, the family of mixed legal status, young adults and children, gender, ethnic economy, transnational families, audiovisual anthropology and participatory ethnography.

Allert Brown-Gort is Visiting Professor of International Relations at the Autonomous Technological Institute of Mexico (ITAM), and Senior Research Fellow at the Institute for Work and the Economy, an independent think tank based in Chicago. From 1999 to 2014 he was a faculty member at the University of Notre Dame, serving first as the founding Associate Director of the Institute for Latino Studies, and as Faculty Fellow in Residence of the Helen Kellogg Institute for International Studies 2012-14. A citizen of both the United States and Mexico, he worked at The University of Texas at Austin, the ITAM and Televisa in Mexico City, and at Columbia University, on Latin American, U.S. Latino, and North American issues. His major research interests include immigration policy, and the role of culture in shaping values, institutions and political systems. His latest project explores the links between the immigration debate and the creation of ethnic political identities. Prof. Brown-Gort regularly lectures and provides media commentary, is an analyst for the *Instituto Nacional de la Radio* in Mexico, and has appeared on the PBS *Newshour*, Univisión and *CNN en Español*, among others. His op-eds on immigration issues have appeared in *The Boston Globe*, *Chicago Tribune*, *Dallas Morning News*, *El Universal* (Mexico), and *Indianapolis Star*. He has served as advisor to the Fox administration in Mexico and to the U.S. Senate Hispanic Task Force. In 2013, he served as a member of a Technical Committee for Mexico's Federal Electoral Institute. Currently he serves on the Transitions Optical National Diversity Advisory Board, the board of the Center for InterAmerican Studies and Programs (CEPI), and the editorial boards of *Foreign Affairs Latinoamérica* (Mexico City), and *Diálogo* (Chicago).

Enrique Cabrero Mendoza was named CONACYT's General Director in January 2013. Ever since he has been in charge of articulating Mexico's national policy on science and technology. He has a PhD in Management Sciences from L'École des Hautes Études Commerciales in France; a master's degree in Pedagogical Improvement from the French Centre d'Enseignement Supérieur des Affaires, and a master's degree in Public Administration from the Center for Economic Research and Teaching (CIDE for its acronym in Spanish). His research has allowed him to attain the highest level within Mexico's National Researchers System. He is the author of over 25 books and over a hundred articles and book chapters. Cabrero's research has been focused on decentralization, local governments, international public policies, local competitiveness and science and technology public policy. He has received several awards and distinctions from the Mexican, French and British governments.

Leticia Calderón Chelius has a PhD. in Social Science from FLACSO and is a Professor/Researcher at Mora Institute. She is a member of the Mexican Academy of Science, Level 2 in the S.N.I (National Researchers System) and Board Member of Sin Fronteras A.P. She participates in RED INTEGRA from CONACyT concerning Racism and Discrimination as well as Xenophobia, and coordinates the web page www.migrantologos.mx. Currently, she coordinates the projects, "New Experiences in the Mexican Migration Process: Forced Displacement and Political Asylum of Mexicans in the United States," "Mexico City as a Cosmopolitan Public Space," Project Sharing Spaces: Intercultural cities and collective space Cátedra UNESCO, "The Ulysses syndrome among economic and political migrants in Mexico," Project PIMSA in collaboration with UTEP (University of Texas, El Paso) and UACJ (Universidad Autónoma de Ciudad Juárez).

Luis Enrique Calva Sánchez is a Professor-Researcher from the Department of Population Studies, El Colegio de la Frontera Norte, SNI 1 and Coordinator of the Masters Degree in International Migration Studies. He earned a PhD in Social Sciences specializing in Regional Studies from El Colegio de la Frontera Norte. Currently he is participating in the project, "Statistical Observatory of migration in Central America, México and the United States." His areas of interest are: migration of the qualified labor force and politics of immigration. He has collaborated in the following publications: Calva Sánchez, L., & Alarcón, R. (2015). "La integración laboral precaria de los migrantes mexicanos calificados en Estados Unidos al inicio del siglo XXI" in *Population Papers*, 21(83), 9-39; Calva, L. (2015), "Lógicas y Dinámicas de la Migración de mexicanos calificados a Estados Unidos, en los inicios del Siglo XXI" in *Voices of Mexico* published by North America Research Center - UNAM Núm. 99; Calva, Luis y Carrión, Verónica 2014.

Ivanía de la Cruz is Research Professor at CONACYT-CIDE and conducts research on schools in rural communities and education within the indigenous population in Mexico. Her publications include studies about the education gap between the indigenous and non-indigenous populations in Mexico, about school prestige, and about the benefits that are expected from higher education in rural communities. Ivanía has her PhD in International Education Development from Teachers College, Columbia University, where she specialized in education for Latinos and education in Latin America. Her doctoral thesis explored the Bachelor's degree experience of indigenous youngsters in three communities from the state of Oaxaca. Before her work with CIDE, Ivanía worked as a consultant for the Interamerican Development Bank and as a Professor for the Universidad de la Sierra Sur in Oaxaca.

María Eugenia de La O has a PhD. in Sociology from the Colegio de México, and is an expert in studies regarding the Northern border, gender and labor, and international migration. She has been a researcher at the Colegio de la Frontera Norte as well as at the Centro de Investigaciones y Estudios Superiores en Antropología Social.

Kevin de León (D-Los Angeles), President pro Tempore of the California State Senate, has proven to be a tenacious leader that takes on powerful special interests on behalf of his diverse district and those marginalized in California's economy. With a focus on using the public-policy process to empower the least fortunate and voiceless, he has led a bold agenda to increase economic opportunity for all Californians focused on education, equity for women, immigrants and low-wage workers, public safety, and strongly maintaining the state's leadership in building a clean-energy economy that benefits everyone. Senator de León has authored groundbreaking legislation on a variety of issues that have become national models and exemplify his ambitious approach to policymaking. He employs this today as he leads the upper house in California's legislature, making real progress on critical issues that stands in stark contrast to the U.S. Congress which stays mired in gridlock. De León served four years in the Assembly before his election to the Senate in 2010. He is the first person in California history to serve as the Chair of the Appropriations committees in both the Assembly and Senate. In 2014 he became the first Latino elected leader of the Senate in over a century. He was the first in his family to graduate from high school, later earning a degree with honors from Pitzer College. He is a Rodel Fellow at the Aspen Institute and a guest lecturer at the University of Southern California.

Aimée Dorr was appointed provost and executive vice president for academic affairs of the University of California on July 1, 2012. Aimée directs the development of academic and research policies; provides administrative oversight of the University's academic planning efforts and associated budget matters; serves as liaison with the University-wide Academic Senate, executive vice chancellors/provosts of the 10 campuses, student governments, and academic leaders of other segments of California higher education, and directs planning, policy development, and strategy in such areas as K-12 academic preparation, international academic activities, library planning, University Press, research, and student affairs. Aimée has been a professor of education at UCLA since 1981 and became dean of the Graduate School of Education & Information Studies in 1999. Among the leadership positions she has held within the UC system are chair and vice chair of the UC Academic Senate and faculty representative to the UC Board of Regents. Before joining the faculty at UCLA, Aimée was a faculty member at Stanford University, Harvard University and the University of Southern California. Aimée is a fellow of the American Educational Research Association and of the American Psychological Association. Her research has focused on electronic media and the processes by which young people make sense of, utilize and are affected by electronic media. Aimée received her B.S. in mathematics from Stanford University, where she also earned her M.A. and Ph.D. in Psychology.

Agustín Escobar Latapí is General Director of CIESAS (Centro de Investigaciones y Estudios Superiores en Antropología Social). His main interests are centered in Mexican social policies, specifically but not exclusively in the evaluation of social programs, and in Mexico-United States migration. For the last ten years he has studied migration of impoverished Mexicans to the United States and their return to Mexico. He coordinated (with Mercedes Gonzalez de la Rocha) a book about the conditional transfer programs and their institutional and social context, published by CIESAS in 2013. The book is titled *"Pobreza, Transferencias Condicionadas y Sociedad."* He also co-directed one section of the First Binational Study Regarding Mexican Migration to the United States (1995-1997), being responsible since then for studies carried out on a large scale on similar subjects. Recently he published the following books: *Consolidación y Emergencia de la Emigración Mexicana*, en Argentina and México (ed. Antropofagias y CIESAS); *Pobreza y migración internacional*, (editado por CIESAS); and *México – U.S. Migration Management: A Binational Approach*, published by Lexington Books and in Mexico by the National Migration Institute, CIESAS and Mexico's Foreign Relations Ministry. From 2011 to 2013 he directed a similar study with 28 collaborating academics from both countries regarding Mexican migrants in the United States and their reintegration back into Mexico. The final report of this study is titled, "Diálogo binacional sobre migrantes mexicanos en Estados Unidos y en México." He has published more than 130 articles and academic chapters in various countries as well as 12 academic books and multiple evaluation reports for various government authorities. He has collaborated in teaching and has directed 20 theses, mainly at the PhD level.

Rafael Fernández de Castro is Founder and Chair of the International Studies Department at the Instituto Tecnológico Autónomo de México (ITAM). He is the founding editor of the *Foreign Affairs Latinoamérica* magazine. From 2008 to 2011, he served as the Foreign Affairs Advisor to the President of Mexico. Since August 2014, he has served as the Jay and Dave Moskowitz Endowed Chair in Mexico-US Relations, Maxwell School of Citizenship and Public Affairs, Syracuse University. He was a Robert F. Kennedy Visiting Professor at Harvard University and visiting fellow at the Brookings Institution and the Inter-American Dialogue. Dr. Fernández de Castro holds a Ph.D. in Political Science from Georgetown University, a M.A. degree in Public Policy from the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin,

and a B.A. degree in Social Sciences from ITAM. He has been awarded two Fulbright scholarships and the Public Service Award from the Lyndon B. Johnson School of Public Affairs.

Melissa Floca directs the Center for U.S.-Mexican Studies at UC San Diego. She sits on the advisory boards of UC MEXUS and Columbia Pangea Advisors as well as on the operating committees of the UC-Mexico Initiative and The Puentes Consortium. Formerly, she worked at the Mexico City-based office of McKinsey & Co., where she served clients on projects related to financial inclusion, public health and low-income housing. She also founded Sé Más Microfinanzas, a microfinance organization providing financial education and financial services to micro-entrepreneurs in Mexico. Floca holds a degree in political science and economics from John Hopkins University, where she also earned a graduate degree in international relations from the School of Advanced International Studies. In addition, she holds an M.B.A. from Columbia Business School.

Patricia Gándara is Research Professor and Co-Director of the Civil Rights Project at UCLA. She is also Chair of the Working Group on Education for the University of California-Mexico Initiative in which she is spearheading a number of California-Mexico education projects. Gándara is a fellow of the American Educational Research Association (AERA), the National Academy of Education, the Rockefeller Foundation Bellagio Center in Italy, the French-American Association at Sciences Po Graduate Institute, Paris, and an ETS fellow at Princeton, New Jersey. In 2011 she was appointed to President Obama's Commission on Educational Excellence for Hispanics, and in 2015 received the Distinguished Career Award from the Scholars of Color Committee of the American Educational Research Association.

Eduardo García proudly represents California's 56th Assembly District, which includes cities and unincorporated communities in eastern Riverside County and Imperial County. Elected in 2014, Asm. García's priorities include not only measures that bring environmental and economic relief to the areas of the Coachella and Imperial Valleys, such as the Salton Sea and New River, but also workforce training and financial assistance to small businesses in the district. A graduate of local public schools, García completed the "Senior Executives in State and Local Government" Public Administration program from the John F. Kennedy School of Government at Harvard University and earned a Master's Degree from the University of Southern California School of Policy, Planning and Development. García was first elected to the Coachella City Council in November 2004. In 2006, at the age of 29, he became Coachella's first elected Mayor. Under his leadership, the City of Coachella transformed into an emerging economic and cultural center of the Coachella Valley. He is a proud father, husband and life-long resident of the Coachella Valley.

Silvia Elena Giorguli Saucedo is President of El Colegio de México until 2020. She has been a professor and researcher at the Center for Demographic, Urban and Environmental Studies since 2003 and was formerly director of this center from 2009 to 2015. She was President of the Mexican Society of Demography from 2011 to 2012 and founding director of the magazine *Coyuntura Demográfica. Revista de los Procesos Demográficos en México Hoy*, from 2011 until 2014. She is a member Level II, of the National Research System, of the Mexican Academy of Sciences and of different associations that promote research regarding population. Giorguli studied Sociology at the Universidad Nacional Autónoma de México, obtained a Masters Degree in Demography from El Colegio de México, a PhD in Sociology from Brown University and completed a research residency at Stanford University. Her research is focused on areas of international migration from Mexico to the United States and the consequences for Mexicans in regard to education and family formation, as well as the transition to adulthood in Latin America and the effects of demographic change on education. Her publications revolve around

education, population and public policies. Currently she participates in the Mexican Migration Project with Princeton, Guadalajara and Brown Universities, and is part of the Dialogue regarding Migration in Central and North America with the Research and Higher Studies in Social Anthropology Center and Georgetown University.

Carlos González Gutiérrez is currently Cónsul General in the Consulado General of México in Austin. As a member of the Mexican Foreign Service since 1987, he has been: Executive Director of the Institute for Mexicans Abroad (2003-2009) Immediately before coming to Austin, he was Consul General of Mexico in Sacramento (2009-2015), among other positions, both at the Ministry and overseas, including the Embassy of Mexico in the United States and the Consulate General of Los Angeles. In September 2011, the President of Mexico promoted him to the rank of Ambassador. He has a BA degree in International Relations from El Colegio de México, and a Master's Degree also in IR from the School of International Relations, University of Southern California. He is author of several publications about Mexican population in the United States.

Tonatiuh Guillén López has a PhD in Social Sciences specializing in Sociology from the Colegio de México. Currently he is Chairman of the Colegio de la Frontera Norte (2012-2017), where he has been Director at the Public Administration Studies Department, as well as Director of the academic magazine Frontera Norte. He has been a professor in different universities and institutions in Mexico, and visiting professor in others abroad. His research subjects concentrate on regional politics studies, local government modernization, federalism and decentralization, also addressing the study of migrational processes. He is author and coordinator of 15 books and more than 60 book chapters and articles in academic magazines. He is also a member of the National Research System, and of the Mexican Academy of Sciences. He has been part of the Scientific and Technological Consulting Forum, and President of the Research Public Centers of CONACYT. He has also been Chair of the Researchers Network on Mexican Local Governments (IGLOM, 2004-2007), and Executive Coordinator for the Gobierno y Gestión Local Award (2005, 2006).

Edmund 'Ted' Hamann is a Professor in the University of Nebraska-Lincoln's Department of Teaching, Learning, & Teacher Education and has a courtesy appointment in the Department of Anthropology. He is (co) author/editor of several books—among them *Revisiting Education in the New Latino Diaspora*; *Moisés Sáenz: Vigencia de su Legado*; *Alumnos Transnacionales: Escuelas Mexicanas Frente a la Globalización*; and *The Educational Welcome of Latinos in the New South*, as well as more than 50 journal articles, book chapters, and monographs. In 2015, he was recognized with the American Anthropology Association's Anthropology in Public Policy Award for his work with colleagues in Mexico to build the capacity of Mexican educators in response to transnationally mobile students.

Ben Hueso holds a Bachelors of Arts degree from UCLA and lives in Logan Heights with his four sons. He was elected as California State Senator for the 40th District in March 2013. He represents the cities of Imperial Beach, Chula Vista, National City, portions of the City of San Diego and Imperial County. In January 2015, Senator Hueso was appointed by the Senate Pro Tempore as Chair of the Senate Committee on Energy, Utilities and Communications and Vice-Chair of the Veterans Affairs Committee. Moreover, Hueso was appointed to the Senate Banking and Financial Institutions, Natural Resources and Water and Governmental Organization Committees. Since assuming office, he has worked extensively on initiatives regarding water quality, consumer protection, public safety, and job creation. He is also a strong advocate for education, environmental issues and bi-national affairs, most recently serving as Chair of the Select Committee on California-Mexico Cooperation. Prior to being elected Senator,

Hueso served in the Assembly from 2010-2013 where he championed legislation helping small business, protecting victims of domestic violence, prohibiting the sale of synthetic drugs, securing clean and reliable water resources and stimulating the economy. Hueso held his first elected position as San Diego City Councilmember for the 8th District from 2006-2010. During his tenure, he was appointed Council President from 2008-2010 due to his strong leadership and consensus building skills. He served as Commissioner for the California Coastal Commission where he worked to protect California's beautiful coastlines. In addition, he served as a board member for San Diego's Association of Governments and the California League of Cities.

Rocío Inclán earned a master's degree in Administration, Planning and Social Policy from Harvard University. She then went on to become an administrator and Title VII Director in the Isaac School District. She grew up in Mexico—in San Luis Rio Colorado, in the state of Sonora, near the U.S.-Mexico border. Every school day she crossed that border to attend school in the United States. Her family was convinced that an American education was the key to a better life. She graduated from Gadsden Elementary School, in Gadsden, Arizona, and from Kofa High School in Yuma, Arizona. Rocío earned her bachelor's degree in Bilingual Education from Arizona State University. As a bilingual teacher, she taught for several years at Heard Elementary School in the Phoenix School District. She worked for the National Association for Bilingual Educators. There she focused on assessments, curriculum and professional development for ELL educators—and she served as an advocate for ELL students and educators. As Senior Director of NEA's Center for Social Justice, Rocío is taking social justice activism further with community partnerships, member-activists, and online organizing. She led the creation and launch of www.neaedjustice.org, a source for resources including impactful stories from our students, community activists and NEA members working in a variety of social justice movements. Rocío brings a deep and abiding passion for improving the education of poor children to her work at NEA. Growing up in Mexico and going to school in the U.S., she learned first-hand that education is indeed, the key to a better life.

Mónica Liliana Jacobo Suárez is Lecturer at CONACYT commissioned to CIDE, PhD in Public Policy and International Development from the University of Pittsburgh and Graduate of Political Sciences and International Relations from the Centro de Investigación y Docencia Económicas (CIDE). Currently she is a full-time professor for the Interdisciplinary Program on Educational Policy and Practice (abbreviated in Spanish as PIPE), from the CIDE. Her areas of research include: reinsertion of returning young adults and children to the Mexican education system, design and evaluation of education politics and the Latinamerican diaspora in the United States. Candidate for the National Researcher System, her most recent publication is titled, *De Ida y de vuelta: el Impacto de la Política Migratoria Estadounidense en México y su Población Retornada*, published by Carta Económica Regional. For several years now, she has combined research work and an active collaboration with pro-immigrant organizations from civil society. She is a permanent member of the Interinstitutional Group for Identity Rights and Access to Education for Migrant Population (SEGOB) and of the Group for Promotion and Access for Returning Youngster Migration (SEP). She also participates in the negotiating group that eliminated the stamp requirement for the migrant population in Mexico to have access to education.

Bryant Jensen is Assistant Professor at Brigham Young University and is interested in improving learning opportunities for underserved children, especially Latinos from Mexican and Central American immigrant families. His work addresses cultural aspects of social and academic learning, classroom observation, home-school collaborations, teacher preparation, mixed methods, and design-based approaches. Along with colleagues he recently developed the Classroom Assessment of Sociocultural Interactions (CASI)—an observation protocol to provide more meaningful classroom learning opportunities for children from marginalized communities. Bryant worked as a school psychologist in urban schools in Phoenix and studied literacy teaching and learning in different communities and school types in Mexico. Previously he was a research associate for the National Task Force on Early Education for Hispanics, a Fulbright scholar in Mexico, teacher educator in California's San Joaquin Valley, and an IES postdoc fellow at the University of Oregon. He and his wife Taryn have four young children and live in Provo.

Tatyana Kleyn is Associate Professor and Program Director for the Bilingual Education & TESOL Programs at The City College of New York. She received an Ed.D. from Teachers College, Columbia University. For 2014-15 Tatyana served as president of the New York State Association for Bilingual Education (NYSABE) and was a Fulbright Scholar in Oaxaca, Mexico. She is author of *Immigration: The Ultimate Teen Guide* and director of the documentaries, "Living Undocumented: High School, College and Beyond" and "Una Vida, Dos Países: Children and Youth (Back) in Mexico." Tatyana was an elementary school teacher in San Pedro Sula, Honduras and Atlanta, Georgia. In 2016 she received the early career award from the Bilingual Research SIG of the American Educational Research Association (AERA).

Francesca López is an Associate Professor at the University of Arizona, Senior Associate Editor for the *American Journal of Education* and co-editor of the *American Educational Research Journal*. She began her career in education as a bilingual (Spanish/English) elementary teacher, and later as an at-risk high school counselor, in El Paso, Texas. She received her PhD in Educational Psychology at the University of Arizona, and serves on the faculty of the Educational Policy Studies and Practice Department at the University of Arizona. Her research is focused on the ways educational settings promote achievement for Latino youth and has been funded by the American Educational Research Association Grants Program, the Division 15 American Psychological Association Early Career Award, and the National Academy of Education/Spencer Postdoctoral Fellowship. Dr. López is also a National Education Policy Center Fellow.

Maggie Loredó works as a Bilingual Interpreter, English Instructor and is co-founder and active member of Otros Dreams en Acción. She was born in the capital of San Luis Potosí where she currently lives since 2008, the year she returned from the United States after having lived there for 16 years. Maggie is aiming for a degree in Business Administration with a specialty in Tourism.

Enrique Martínez Curiel is Professor of the Department of Social Sciences and Humanities at the Centro Universitario de los Valles of the University of Guadalajara. He graduated with a Bachelor's in Sociology from the UdeG, obtained a Masters Degree in Rural Studies from El Colegio de Michoacán and PhD in Anthropology from the UNAM. He is Member Level I of the National Researcher System. His main research areas include: international migration Mexico-United States and immigrant's children in the United States, migration, education and young adults in transition to adulthood. He is author of the book: *Those Who Stay and Those Who Return: Family, Migration, Education and Youth in Transition to Adulthood Amidst Binational Contexts*.

Maximino Matus Ruíz is Coordinator of the Masters Degree in Regional Development at COLEF. His main research areas include access, use and technological appropriation with respect to social inclusion and exclusion processes, as well as transnationalism and ethnic entrepreneurship. His PhD. is in Sociology from the University of Wageningen, in Holland, Professor of Semiotics from Tartu University in Estonia, Master and Bachelor Degrees in Social Anthropology from the Centro de Estudios Superiores en Antropología Social (CIESAS-Occidente) and the Escuela Nacional de Antropología e Historia (ENAH), respectively. From November 2011 to October 2014 he has been coordinator of the Tecno-Anthropology Office of Infotec, public center CONACYT, México. Since December 2014 he is a CONACYT lecturer and works as researcher in the Colegio de la Frontera NORTE (COLEF). He also belongs to Mexico's National Researcher System (SNI), level I.

José Medina begins his second term as California Assembly member with an appointment to chair the Assembly Committee on Higher Education. For the 2013-14 legislative session, Medina chaired the Assembly Jobs, Economic Development and Economy Committee. Medina was first elected to the California State Assembly in 2012. He represents California's 61st Assembly District, which consists of Riverside, Moreno Valley, Perris and Mead Valley. During his first term in the Assembly, Medina led the effort to ensure the University of California-Riverside School of Medicine received \$15 million of full and continuous funding through the state budget, to train students for crucial jobs in the healthcare industry. Medina brings to the legislature a lifetime of experience in education from his many years as a teacher with the Riverside Unified School District, also serving as a member of the Riverside City Teachers Association, and a representative to the state council of the California Teachers Association (CTA). Medina's eagerness to assist students beyond the classroom motivated him to pursue public office. He served as school board member on the Jurupa Unified School District Board of Education and completed three successful terms on the Riverside Community College District Board of Trustees. During his tenure as a Trustee, he chaired the Teaching and Learning Committee and supported establishing independent colleges in Riverside, Moreno Valley and Norco. He graduated from UC Riverside with a bachelor's degree in Latin American Studies, and a master's degree in History. Assemblymember Medina has two adult children, Jennifer and Matthew and two grandchildren, Elsa and Liam. He currently resides in Riverside with his wife, Linda.

Gail Mummert is Professor-Researcher for the Anthropological Studies Center of El Colegio de Michoacán since 1985. Trained as a demographer and social anthropologist, her long-term research interests focus on the intersection of labor, gender, migration and family. From 2009, she has been an active member of the Line of Research, "Violencia y vulnerabilidad social en procesos locales y transnacionales". Her most recent publication deals with transnational maternity and paternity in Mexico and from a comparative perspective with other continents, childrearing from a distance and the disputed construction of migrants. Additionally, she has conducted research-action with migrant families in rural communities in Michoacan, producing a series of three pamphlets intended for youngsters, long-distance fathers and mothers, and grandparents who raise their grandchildren.

Ana Bárbara Mungaray Moctezuma has her PhD. in Economics (UABC) and a M.A. in Latin American Studies (UCLA), member of SNI level I, coordinator of the PhD program in Global Development Studies (UABC) PNPC. Area of Research: Informal Sector Economics and social inequality.

Jennifer O'Donoghue has devoted her latest 23 years to education, working as a professor, researcher, apprentice and activist. She is a graduate in Psychology, M.A. in Public Policy and a PhD in Educational Policies. She has published more than 50 book chapters and articles on subjects related to educational policies, and citizen participation, community organization, youth participation and school autonomy. Her current investigation is centered on educational insertion, professional teacher learning, plurilingualism and effective leadership, among other topics

Gary Orfield is Distinguished Research Professor of Education, Law, Political Science and Urban Planning at the University of California, Los Angeles. Dr. Orfield's research interests are in the study of civil rights, education policy, urban policy, and minority opportunity. He was co-founder and director of the Harvard Civil Rights Project, and now serves as co-director of the Civil Rights Project/Proyecto Derechos Civiles at UCLA. His central interest has been the development and implementation of social policy, with a central focus on the impact of policy on equal opportunity for success in American society. Recent works include eight co-authored or co-edited books since 2004 and numerous articles and reports. On October 24, 2013, Dr. Orfield presented "A New Civil Rights Agenda for American Education: Creating Opportunity in a Stratified Multiracial Nation" as part of the American Education Research Association's Brown Lectures, inaugurated to commemorate the anniversary of the Brown v. Board of Education decision. His "A Life in Civil Rights," appeared in the October 2010 issue of PS: Political Science & Politics. Recent books co-edited or co-authored with E. Frankenberg include, *The Resegregation of Suburban Schools: A Hidden Crisis in American Education* (2013) and *Educational Delusions? Why Choice Can Deepen Inequality and How to Make Schools Fair* (2013), as well as *Twenty-First Century Color Lines*(2008) with Andrew Grant-Thomas.

Adriana Ortiz Lanz holds a Bachelor's degree in Law and a Masters in Public Administration from the Instituto Universitario "Ortega y Gasset." She has 28 years of experience in the education sector, for which she has held various positions in the federal and state government, as well as in the independent sector. In federal public administration, she was national coordinator of the Schools of Science and Technology, representative of the SEP in the states of Tabasco and Campeche and head of the Office of Federal Support Services to Education in the state of Campeche. She is a member of the Institutional Revolutionary Party (PRI) since 1996. She is currently Secretary of the Commission on Public Education and Educational Services in the Chamber of Deputies.

Gustavo Padilla is an Attorney, with studies including a Masters Degree in Public Administration. Professor at the University of Guadalajara, currently General Director of Higher Education, Research and Postgraduate studies of the Innovation, Science and Technology Ministry of Jalisco's State Government.

Catalina Panait is a PhD. Student in Social Sciences at the Instituto Tecnológico y de Estudios Superiores de Monterrey. She earned a B.A. in Japanese and English from the University of Bucharest, Romania, and a Master's Degree in Education from the University of Monterrey, Mexico. For several years, she worked with international migrant children with a circular school trajectory, and focused on childrens' transition from English to Spanish in Mexican schools. Currently, her research focuses on circular migration originating from the northeast of Mexico, and the families involved in this process.

Atala Pérez, is a Social Worker and holds a Bachelors degree in International Relations. She has worked both in the private sector as well as in public administration. In regard to education, she has ample experience in projects supporting vulnerable groups developed in the National Commission for the Development of Indigenous People (CDI) and the Institute (IME) for Mexicans Abroad of the Ministry of Foreign Relations (IME), among others.

William Pérez is an Associate Professor of Education at Claremont Graduate University. He has a BA from Pomona College and a Ph.D. from Stanford University. His research focuses on the social and psychological processes associated with academic success and higher education access among immigrant, undocumented, indigenous, and deported students in the U.S. and Mexico. In 2009, he received the Mildred Garcia Prize for Excellence in Research from the Association for the Study of Higher Education for his book, *We ARE Americans: Undocumented Students Pursuing the American Dream* (Stylus). He has been interviewed or quoted as an academic expert in various media outlets including NBC Nightly News, Time Magazine, the LA Times, Hispanic Magazine, and NPR's All Things Considered. He received various awards for his research on immigration and education including the Stanford University Distinguished Scholar Alumni Award, the early career scholar award from the Hispanic Research Special Interest Group of the American Educational Research Association and the Fulbright Fellowship. His book, *Americans by Heart: Undocumented Latino Students and the Promise of Higher Education* (Teachers College Press), was selected for the 2013 Critics Choice Award by the American Educational Studies Association. For the past two years he has been selected for *Education Week's* annual ranking of the top 200 university-based scholars in the U.S. who are doing the most to influence educational policy and practice. His forthcoming book is titled, *Indigenous Mexican Students in U.S. Schools: Ethnicity, Multilingualism, and Academics* (Oxford University Press, 2016).

Alma Eunice Rendón Cárdenas holds a PhD and a Masters degree in Political Sociology and Public Policy from the Political Studies Institute in Paris. She has postgraduate studies in Psychosocial and Medical Ethics at the University of Chile, Bachelor's degree on International Relations with a double diploma from the de Lille Political Studies Institute and the Universidad de las Américas, Puebla. She is a researcher Level I at the National Researcher System of CONACYT, and an expert in public policy, social violence prevention, public safety, youth and strategies for economic recovery, social development and education in vulnerable populations.

Roberto J. Rodríguez serves in the White House Domestic Policy Council as Deputy Assistant to the President for Education. He coordinates the Administration's education policy initiatives from early learning through college and career training. Previously, Roberto was Chief Education Counsel to United States Senator Edward M. Kennedy (D-MA), Chairman of the Health, Education, Labor and Pensions (HELP) Committee. In this capacity, he managed the Democratic education agenda for the Committee and led policy development and strategy for legislation addressing early childhood education, elementary and secondary education, higher education, and adult education. Roberto began his tenure on Capitol Hill working for the Senate HELP Committee on the development of the No Child Left Behind Act. He has worked on various reauthorizations of federal legislation, including the Elementary and Secondary Education Act, the Individuals with Disabilities Education Act, Head Start, Child Care, Higher Education, and the America COMPETES Act. Prior to working on Capitol Hill, Roberto worked as Senior Education Specialist at the National Council of La Raza, where he conducted research and analysis of federal and state education reform issues, as well as the development and evaluation of community-based education programs. He is a native of Grand Rapids, Michigan, and a graduate of the University of Michigan and of the Harvard Graduate School of Education in Cambridge, Massachusetts.

Betsabé Román González is a PhD Candidate in Sociology at the Tecnológico de Monterrey in Monterrey, Mexico. She has a Masters Degree in Educational Psychology by the Universidad Veracruzana, and a Bachelor in Child Development and Learning by Maryville College. She collaborates as a student researcher in the ongoing inter-institutional seminary: International Migration, School, Family and Return, funded by CONACyT and directed by Doctor Victor Zuñiga. In 2014, she took formal training in Social Anthropology at the CIESAS Noreste, followed by a Doctoral stay in 2015 at UCLA. As a transnational student herself, she has focused her thesis work on the experiences of schooling, family and community for children who move from the United States to Mexico, by writing their life stories. In her article "*Children Returning from the U.S. to Mexico: School Sweet School?*" she talks about the challenges that transnational students face at school when they return or move from the United States to Mexico with their families.

Juan Carlos Romero Hicks is presently Senator of the LXII and LXIII legislature in Mexico, who chairs the Committee on Education, is Secretary of the Committee on Science and Technology and Secretary of North American Exterior Relations. He was Director General of the National Council of Science and Technology of Mexico (CONACYT) from 2006 to 2011. From 2000 to 2006 he served as governor of the State of Guanajuato. He is affiliated with the National Action Party. Previously between 1991 and 1999, he served as Dean of the University of Guanajuato. He holds a Bachelor's degree in Industrial Relations from the University of Guanajuato and has two Master's degrees, one one in Social Sciences and the other in Business Administration from South Oregon University.

Veronique Rorive is the Assistant Director of the University of California's Mexico Initiative (UC-Mexico Initiative). She facilitates the Initiative's five working groups and the academic mobility task force, and works with colleagues system wide to strengthen the UC's relationship with Mexico through the establishment of strategic partnerships in academic, government and industry, and foundations. Before coming to the Initiative, she served as Director of Educational Initiatives in Undergraduate Education (2012-2014) and oversaw the fostering and tracking of a campus-wide undergraduate research program at UC Riverside; and previous to that as Assistant Director of the Center for Conservation Biology (2002- 2012), where she helped develop and manage multi-investigator and multi-disciplinary research projects in the Yucatan Peninsula. Her own background is in anthropology, with a specialization in natural resources that since 1991 provided her with the opportunities to work on multi-scale and binational community development projects throughout the Yucatan Peninsula.

Thomas A. Saenz is the President and General Counsel of MALDEF, where he leads the civil rights organization's five offices in pursuing litigation, policy advocacy, and community education to promote the civil rights of Latinos living in the United States. Saenz re-joined MALDEF in August 2009, after spending four years on Los Angeles Mayor Antonio Villaraigosa's executive team as Counsel to the Mayor. He previously spent 12 years at MALDEF practicing civil rights law as a staff attorney, regional counsel, and vice president of litigation. He served as MALDEF's lead counsel in numerous cases in the areas of education, employment, immigrants' rights, and voting rights. Saenz graduated from Yale College and Yale Law School, and he clerked for two federal judges before initially joining MALDEF in 1993.

Maria Dolores Sánchez Soler is Sociologist and received her Master's in Social Sciences by the Autonomous University of Baja California. She is currently Deputy Director of Postgraduate Studies and Scholarships at the National Council for Science and Technology. She has been Chief advisor to the Director General of the National Polytechnic Institute; Director of Research, Studies and Surveys in the National Center for Higher Education Assessment; Academic Secretary in the National Association of Universities and Higher Education Institutions. She also received the Merit Award from the Autonomous University of Baja California (1996), and the 2005 ANUIES Award for the Academic Contribution to Higher Education. She also authored (or co-authored) 23 books on higher education and several articles, book chapters and essays.

Lucrecia Santibañez (Ph.D. Education, M.A. Economics, Stanford University) is an Associate Professor at Claremont University's Graduate School of Educational Studies. Previously she was Education Economist at the RAND Corporation. She has studied how to increase education quality and opportunity access for low-income populations through better teaching, school leadership and effective use of school-level resources in the United States and developing countries. She is currently developing an agenda to study teachers of English Language Learners, as well as dual-language immersion programs in the U.S. Her academic research has been published by *Economics of Education Review*, *Teachers College Record*, *Review of Educational Research*, *International Journal of Behavioral Development*, *International Journal of Educational Development* and *Well-Being and Social Policy*. As Main Researcher or Co-Principal Researcher she has received research grants from the Kellogg Foundation, the Hewlett Foundation, the Strategic Impact Evaluation Fund, The World Bank, the Inter-american Development Bank, and the Bill and Melinda Gates Foundation.

Adam Sawyer is an Assistant Professor of Educational Leadership and Societal Change for Soka University of America. His research examines global migration, transnationalism, and displacement and its implications for student outcomes, educational policy, and leadership within migrant-origin and receiving contexts, especially in Latin America and the United States. He is also a specialist in teacher education and classroom instruction and has conducted studies on the theorization, design, and impact of innovative teacher professional development programs and pedagogies responsive to the needs of immigrants, language minorities, and other historically marginalized populations. His recent work has been published by *International Migration Review*, *Teacher Education Quarterly*, and Migration Policy Institute and he is co-editor of the 2013 Teachers College Press Volume *Regarding Education: Mexican American Schooling, Immigration, and Binational Solutions*. Previous to his academic career, Adam served as a Spanish bilingual elementary school teacher in California and as an academic consultant to the Mexican National Ministry of Education. He received his doctorate from the Harvard Graduate School of Education in 2010.

Laura Torres Ramírez has a Masters degree in bilingual education. She is President of the Business Coordinating Board (CCE) of Baja California, local Assembly member for Rosarito, President of the Border Affairs and Economic Development Commission, Human Rights Secretary in Baja California's State XXI Legislature, and Secretary General of CONALYM (National Legislator and Migrant Congress).

Javier Treviño Cantú is presently Subsecretary of Elementary Education. He holds a Bachelor's degree in International Relations from the Colegio de México (1985) and a Master's in Public Policy from Harvard University (1987). On the federal level, he served as Assistant Secretary for Planning and Evaluation of Educational Policy (November 2014 - September 2015); Senior Officer of the Secretariat of Finance and Public Credit (January 1998 - January 2000); Undersecretary of International Cooperation of the Ministry of Foreign Affairs (December

1994 - January 1998); was advisor to the Secretary of Social Development Luis Donaldo Colosio (February-November 1993) and Minister of Information at the Mexican Embassy in the United States (February 1989 - February 1993). He was also Secretary General of Government of Nuevo Leon (October 2009 - February 2012) and was elected Federal Deputy for Nuevo Leon for the period 2012-2015.

Gabriela Uro is Director and English Language Learner (ELL) Policy and Research professional with nearly 20 years of experience working with urban school districts in the U.S. and the Council of the Great City Schools. Co-author of several reports covering the enrollment of ELL in the largest US school districts, the systemic components and preconditions for succeeding with ELL, the needs for quality instructional materials for ELLs, and several district-specific improvement plans for their ELL programs. Coordinator for a national network of ELL Program Directors serving in the nation's largest school districts, educating over 1.3 million ELLs.

Eunice D. Vargas-Valle is Professor of Population Studies at El Colegio de la Frontera Norte (El Colef). She received her Ph. D. in Sociology with a specialization in Demography from the University of Texas at Austin. She has been the academic coordinator of the Masters in Population Studies at El Colef and member of the directive board of the Mexican Society of Demography (SOMEDE). Dr. Vargas-Valle is currently principal investigator of a project called "Educational integration of recent immigrants from the USA to Mexico in a border context," funded by CONACYT, and consultant for the section on education and migration of the project "Family Migration and Early Life Outcomes," funded by NIH. Her studies in this line of research focus on the educational outcomes of students with transborder links, or binational access to education, return migrants, and U.S.-born children living in Mexico.

Juan Fidel Zorrilla Alcalá is a PhD in Sociology of Education and senior researcher at the National Autonomous University of Mexico in Education Policy, and Didactics of Numeracy and Literacy in Post Basic Education. He has ample experience as a consultant for the Federal Government and international agencies and governments.

Víctor Zúñiga is professor of sociology at the Tecnológico de Monterrey. He is a level 3 (highest level) member of Mexico's National Researchers System. He holds his Ph.D. in sociology from Université de Paris VIII-Vincennes. His research focuses, since 1997, on international migrant children, new destinations of Mexicans in the United States and return migration from the United States to Mexico. Currently, he is journal's editor of *TRACE* (Procesos Mexicanos y Centroamericanos) and member of the Editorial and Publication Committee of *Social Problems*. He co-edited (with R. Hernández-León) *New Destinations: Mexican Immigration in the United States* (Russell Sage Foundation, 2005), published *Alumnos Transnacionales: las escuelas mexicanas ante la globalización* (coauthors E. T. Hamann and J. Sánchez García, Secretaría de Educación Pública, 2011). Recently, he co-edited (with Y. Lenoir et A. Froelich) *La reconnaissance à l'école: perspectives internationales* (Presses de l'Université Laval, 2016).

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**PERFIL BIOGRÁFICO DE LOS PANELISTAS DEL SIMPOSIO:
“LOS ESTUDIANTES QUE COMPARTIMOS”**

Dr. Thomas “Tom” Adams es Vicesuperintendente de la División de Instrucción y Apoyo al Aprendizaje del Ministerio de Educación del Estado de California. Esta división incluye programas de educación temprana, orientación curricular K-12, materiales didácticos, aprendizaje profesional, preparación para la universidad y las carreras profesionales y apoyo para estudiantes del idioma inglés. Antes de su nombramiento como Vicesuperintendente, Tom trabajó con marcos curriculares al igual que con la División de Recursos Educativos (CFIRD) durante 18 años de los cuales 12, ejerció como Director Ejecutivo de la Comisión para la Calidad de la Enseñanza (antes conocida como la Comisión de Desarrollo Curricular y Materiales Suplementarios). Sus logros profesionales incluyen el *Marco Curricular de Artes en el Idioma Inglés y Desarrollo del Idioma Inglés para Escuelas Públicas* (2014) y el *Marco Curricular de Historia y de Ciencias Sociales para Escuelas Públicas* (2016). Ambos documentos proporcionan orientación para atender las necesidades educativas de todos los estudiantes de manera rica académicamente y culturalmente relevante. Recibió su doctorado en Historia Moderna de Europa de la Universidad Estatal de California en Chico. Además de sus funciones en el Ministerio de Educación de California, Tom también es miembro del Consejo de Educación del Distrito Escolar Conjunto Unificado de Davis.

Dr. Rodrigo Aguilar, actualmente realiza su estancia posdoctoral en El Colegio de la Frontera Norte. Doctor en Estudios de Población por El Colegio de México. Maestro en Estudios de Población por la Universidad Autónoma del Estado de Morelos (UAEM) y el Centro Regional de Investigaciones Multidisciplinarias (CRIM/UNAM). Sus principales líneas de investigación son: migración de retorno a México (caracterización sociodemográfica), migración de retorno de niños y jóvenes a México y su relación con la inserción escolar, migración de retorno en hogares y la reestructuración de estos, así como el tema de asimilación en contextos de retorno.

Dr. Hiram Ángel actualmente coordina la Maestría en Políticas Públicas de la Universidad de Guadalajara y desde 2010 es consultor en el área de conocimiento y aprendizaje del Banco Interamericano de Desarrollo (INDES-BID). Estudió Ciencias Políticas y Relaciones Internacionales en el Centro de Investigaciones y Docencia Económicas (CIDE), la Maestría en FLACSO-México, y el doctorado en Ciencias Sociales en el Centro de Investigaciones y Estudios Superiores en Antropología Social en Occidente (CIESAS-Occidente), titulándose con un trabajo de investigación sobre la situación de los jóvenes mexicanos en Estados Unidos que tratan de ingresar a la universidad y sus retos al retornar a México, titulado, *¿Un sueño posible? Retos y dificultades que enfrentan los estudiantes mexicanos indocumentados por ingresar a la Universidad en Estados Unidos y en México a principios del siglo XXI*. Ha publicado sobre discriminación de mexicanos en EU y sobre retorno e inserción educativa de jóvenes indocumentados. Es miembro fundador del grupo Jóvenes Jalisco-USA/Crossing Borders que tiene como objetivo impulsar el acercamiento de los jóvenes

mexicanos retornados al entorno del estado de Jalisco, crear una comunidad de retornados y facilitar su inserción en diversos aspectos de la sociedad mexicana.

Dra. Magdalena Barros Nock es Profesora - Investigadora de tiempo completo en el CIESAS. Doctora en Estudios de Desarrollo en el Instituto Internacional de Estudios Sociales de la Universidad Erasmus en Rotterdam, Holanda. Intereses de investigación y docencia: migración internacional, la familia de estatus legal mixto, jóvenes y niños, género, economía étnica, familias transnacionales, antropología audiovisual, etnografía participativa.

Dr. Allert Brown-Gort es profesor visitante en el departamento de Estudios Internacionales del Instituto Tecnológico Autónomo de México (ITAM), y Senior Fellow en el Institute for Work and the Economy, un *think tank* independiente con base en Chicago. Entre 1999-2014 formó parte de la cátedra de la Universidad de Notre Dame, donde fungió primero como el Director Adjunto fundador del Instituto de Estudios Latinos, y durante 2013-14 como Fellow Residente del Instituto Helen Kellogg de Estudios Internacionales. Anteriormente ocupó puestos en la Universidad de Texas en Austin, el ITAM, Televisa y la Universidad de Columbia en Nueva York. En estas capacidades, el Dr. Brown-Gort ha trabajado con gobiernos e instituciones en Argentina, Brasil, Chile, República Dominicana, Ecuador, México, Paraguay y Estados Unidos. Sus intereses incluyen políticas de inmigración; la psicología en el área política, y reformas del sector público. En la actualidad, el Prof. En 2013 fue nombrado miembro del "Comité técnico de especialistas para el voto de los mexicanos residentes en el extranjero" del Instituto Federal Electoral. En el 2000, el Prof. Brown-Gort prestó sus servicios en el equipo de transición para la Inmigración y Comunidades Mexicanas en el Extranjero del Presidente Vicente Fox, y en 2005-06 fue asesor del *Hispanic Task Force* del senado federal de los EEUU. En la actualidad presta servicio en el comité de estudios del Chicago Council on Global Affairs, así como las mesas directivas ejecutivas del Centro de Estudios y Programas Interamericanos en México, y UNAM Chicago. Forma parte de la junta editorial de las revistas *Foreign Affairs Latinoamérica* (México), y *Diálogo* (Chicago). Ciudadano mexicano y americano, Allert Brown-Gort radica en la ciudad de México.

Dr. Enrique Cabrero Mendoza fue nombrado Director General de CONACYT en enero de 2013. Desde entonces, ha estado a cargo de articular la política nacional de México en cuanto a ciencia y tecnología. Tiene un doctorado en Ciencias de la Administración de la Escuela de Altos Estudios Comerciales en Francia, una maestría en Mejoramiento Pedagógico del French Centre d'Enseignement Supérieur des Affaires y una maestría en Administración Pública del Centro de Investigación y Docencia Económicas (CIDE). Sus investigaciones le han permitido alcanzar el nivel más alto en el Sistema Nacional de Investigadores. Es autor de mas de 25 libros y de mas de 100 artículos y capítulos de libros. La investigación de Cabrero se ha enfocado en la descentralización, gobiernos locales, políticas públicas internacionales, competitividad local y políticas públicas de ciencia y tecnología. Ha recibido varios premios y distinciones de los gobiernos de México, Francia e Inglaterra.

Dra. Leticia Calderón Chelius, Doctora en Ciencias Sociales por FLACSO, y profesora/investigadora del Instituto Mora. Es Miembro de la Academia Mexicana de Ciencia, Nivel 2 del S.N.I (Sistema Nacional de Investigadores) y Miembro del Patronato de Sin Fronteras A.P. Participa en la RED INTEGRA del CONACyT sobre Racismo, Discriminación y Xenofobia y coordina la pagina web www.migrantologos.mx.

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Actualmente coordina el proyecto “Nuevas Experiencias en el Proceso Migratorio Mexicano: Desplazamiento forzado y asilo político de mexicanos en Estados Unidos”, “La Ciudad de México como Espacio Público Cosmopolita” Proyecto Sharing Spaces: Intercultural cities and collective space. Cátedra UNESCO y “El síndrome de Ulises entre migrantes económicos y políticos en México” Proyecto PIMSA en colaboración con la UTEP (Universidad de Texas en El Paso) y la UACJ (Universidad Autónoma de Ciudad Juárez).

Dr. Luis Enrique Calva Sánchez es Actuario y Profesor-Investigador del Departamento de Estudios de Población, El Colegio de la Frontera Norte, SNI 1 y Coordinador de la Maestría en Estudios de Migración Internacional. Doctor en ciencias sociales con especialidad en estudios regionales por El Colegio de la Frontera Norte. Actualmente participa en el proyecto “Observatorio estadístico de la migración entre Centroamérica, México y Estados Unidos”. Sus temas de interés son: migración de fuerza laboral calificada y políticas de inmigración. Ha colaborado en las siguientes publicaciones: Calva Sánchez, Luis Enrique, & Alarcón, Rafael. (2015). “La integración laboral precaria de los migrantes mexicanos calificados en Estados Unidos al inicio del siglo XXI”. Papeles de población, 21(83), 9-39; Calva, Luis, 2015, “Lógicas y Dinámicas de la Migración de mexicanos calificados a Estados Unidos, en los inicios del Siglo XXI” Voices of México. Centro de Investigaciones sobre América del Norte – UNAM Núm. 99; Calva, Luis y Carrión, Verónica 2014.

Dra. Ivanía de la Cruz es investigadora Cátedra CONACYT-CIDE y realiza investigación sobre escuelas en comunidades rurales y sobre educación de la población indígena en México. Sus publicaciones incluyen estudios sobre la brecha educativa entre la población indígena y no indígena en México, sobre el prestigio escolar y sobre los beneficios esperados de la Educación Media Superior en comunidades rurales. Ivanía es Doctora en Desarrollo Educativo Internacional por la Escuela de Educación (Teachers College) de la Universidad de Columbia, donde se especializó en educación de Latinos y en educación en América Latina. Su tesis doctoral explora la experiencia en bachillerato de jóvenes indígenas en tres comunidades del estado de Oaxaca. Antes de trabajar en el CIDE, Ivanía trabajó como consultora del Banco Inter-Americano de Desarrollo y como profesora en la Universidad de la Sierra Sur en Oaxaca.

Dra. María Eugenia de La O es Doctora en Sociología por el Colegio de México, especialista en estudios sobre la frontera norte, género y trabajo y migración internacional. Ha sido investigadora en el Colegio de la Frontera Norte y en El Centro de Investigaciones y Estudios Superiores en Antropología Social.

Sen. Kevin de León (Partido Demócrata-Los Ángeles), es Presidente Pro Témpore del Senado del Estado de California. Con un enfoque que pretende utilizar las políticas públicas en el proceso para empoderar a lo más vulnerables y sin voz, lideró una audaz agenda para incrementar las oportunidades económicas para todos los Californianos, enfocada en la educación, equidad para las mujeres, inmigrantes y trabajadores de bajos salarios, seguridad pública, manteniendo fuertemente el liderazgo del estado en la construcción de una economía de energía limpia que beneficie a todos. El Senador de León ha sido autor de leyes innovadoras sobre diversos temas, que se han convertido en modelos a nivel nacional, y que ejemplifican su ambicioso enfoque para el diseño de políticas públicas. Él utiliza esto el día de hoy para liderar la Cámara Alta en la Legislatura de California, logrando un verdadero progreso en temas claves, lo cual

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contrasta con el Congreso de los E.U. que se encuentra estancado. De León sirvió durante cuatro años en la Asamblea antes de su elección para el senado en el 2010. Es la primera persona en la historia de California en servir como Presidente de los Comités de Apropiaciones tanto de la Asamblea, como del Senado. En el 2014 se convirtió en el primer Latino en ser electo líder del Senado en más de un siglo. Fue el primero en su familia en graduarse de preparatoria, obteniendo posteriormente la licenciatura con mención honorífica de Pitzer College. Es Rodel Fellow en el Instituto Aspen y profesor invitado en la Universidad del Sur de California.

Dra. Aimée Dorr fue nombrada Decana y Vicepresidenta Ejecutiva de Asuntos Académicos por la Universidad de California el 1º de Julio de 2012. Aimee dirige el desarrollo de políticas académicas y de investigación; realiza una supervisión administrativa de los esfuerzos de planeación académica de la Universidad y las cuestiones presupuestales asociadas a ellos; sirve como enlace con el Senado Académico de la Universidad, con los vicerrectores/decanos de los 10 campus, con los gobiernos estudiantiles y con los líderes académicos de otros segmentos de la educación superior de California y dirige la planeación, el desarrollo de políticas y la estrategia en áreas tales como la preparación académica K-12, las actividades académicas internacionales, la planeación de la biblioteca, la Imprenta de la Universidad, investigación y asuntos estudiantiles. Aimée ha sido profesora de educación en UCLA desde 1981 y se convirtió en decana de la Escuela de Posgrado en Estudios sobre Educación e Información en 1999. Entre sus posiciones de liderazgo dentro del sistema de UC están la presidencia y vice-presidencia del Senado Académico y el ser representante del cuerpo docente ante la junta de regentes. Aimée fue miembro del cuerpo docente en la Universidad de Stanford, en la Universidad de Harvard y en la Universidad del Sur de California. Aimée es miembro de la Asociación Americana de Investigación Educativa y de la Asociación Americana de Psicología. Aimée obtuvo la licenciatura en matemáticas por la Universidad de Stanford, donde también obtuvo la maestría y el doctorado en psicología.

Dr. Agustín Escobar Latapí es Director General del CIESAS (Centro de Investigaciones y Estudios Superiores en Antropología Social) y Doctor en Sociología. Sus intereses principales se centran en la política social mexicana, sobre todo pero no exclusivamente en la evaluación de programas sociales, y en la migración México – Estados Unidos, en donde estudia, desde hace diez años, la migración de los pobres mexicanos hacia Estados Unidos y su retorno a México. Co-coordinó con Mercedes González de la Rocha un libro sobre los programas de transferencias condicionadas y su contexto institucional y social, publicado por el CIESAS en 2013. Se llama *Pobreza, Transferencias Condicionadas y Sociedad*. Co-dirigió una sección del Primer Estudio Binacional sobre Migración México – Estados Unidos (1995-1997), a partir del cual ha sido responsable de estudios de gran escala del mismo tipo. Recientemente publicó los siguientes libros: *Consolidación y emergencia de la emigración mexicana*, en Argentina y México (ed. Antropofagias y CIESAS); *Pobreza y migración internacional*, (editado por el CIESAS); y *México – U.S. Migration Management: A Binational Approach*, publicado en Estados Unidos por Lexington Books, y en México por el Instituto Nacional de Migración, el CIESAS y la Secretaría de Relaciones Exteriores. De 2011 a 2013 dirigió otro estudio similar con la colaboración de 28 académicos de ambos países sobre los migrantes mexicanos en Estados Unidos y su reintegración en México a su retorno. El reporte final se llamó “*Diálogo binacional sobre migrantes mexicanos en Estados Unidos y en México.*” Ha publicado más de 130 artículos y capítulos académicos en una

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diversidad de países, así como 12 libros académicos y múltiples reportes de evaluación para diversas autoridades gubernamentales.

Dr. Rafael Fernández de Castro es Fundador y Presidente del Departamento de Estudios Internacionales en el Instituto Tecnológico Autónomo de México (ITAM). El es el editor fundador de la revista *Foreign Affairs Latinoamérica*. Del 2008 al 2011, ha servido como Asesor en Relaciones Internacionales del Presidente de México. A partir de Agosto 2014, ha servido como Presidente de la Cátedra en Relaciones México-E.U., patrocinada por Jay y Dave Moskowitz, de la Escuela Maxwell de Ciudadanía y Asuntos Públicos, en la Universidad de Syracuse. También fue Profesor Visitante Robert F. Kennedy en la Universidad de Harvard y miembro visitante en la Institución Brookings y en el Inter-American Dialogue. El Dr. Fernández de Castro tiene un Doctorado en Ciencias Políticas por la Universidad de Georgetown, Maestría en Políticas Públicas por la Escuela de Asuntos Públicos Lyndon B. Johnson de la Universidad de Texas en Austin, y es egresado de la Licenciatura en Ciencias Sociales por el ITAM. Ha obtenido dos becas Fullbright y el Premio al Servicio Público otorgado por la Escuela de Asuntos Públicos Lyndon B. Johnson.

Mtra. Melissa Floca dirige el Centro para Estudios E.U.-México en la Universidad de California en San Diego. Forma parte de la junta consultiva de UC MEXUS y de Columbia Pangea Advisors y también es parte del comité operativo de la Iniciativa UC-México y de The Puentes Consortium. Anteriormente, trabajó en la oficina basada en la Ciudad de México de McKinsey & Co., donde atendió a clientes en proyectos relacionados con la inclusión financiera, la salud pública y viviendas de bajo costo. También fundó Sé Más Microfinanzas, una organización de microfinanzas que ofrece educación financiera y servicios financieros a microempresarios en México. Floca tiene una licenciatura en ciencias políticas y económicas por la Universidad John Hopkins, donde también obtuvo un posgrado en Relaciones Internacionales de la Escuela de Estudios Internacionales Avanzados. Además tiene una licenciatura de Columbia Business School.

Patricia Gándara es Profesora Investigadora y Co-Directora del Proyecto de Derechos Civiles de UCLA. Es Presidenta del Grupo de Trabajo sobre Educación de la Iniciativa México de la Universidad of California, en la cual es punta de lanza de varios proyectos educativos California-México. Gándara es miembro de la American Educational Research Association (AERA), National Academy of Education, del Centro Bellagio de la Fundación Rockefeller en Italia, la Asociación Franco-Americana en el Instituto Sciences Po en Paris, y miembro ETS en Princeton, Nueva Jersey. En el 2011 fue designada a la Comisión para la Excelencia Educativa para Hispanos del Presidente Obama, y en el 2015 recibió el reconocimiento de Trayectoria Distinguida por parte del Scholars of Color Committee de la Asociación Americana de Investigación Educativa.

Asm. Eduardo García representa con orgullo el Distrito 56 de la Asamblea de California, que incluye las ciudades y comunidades no incorporadas en el este de los Condados de Riverside y Imperial. Elegido en 2014, las prioridades de García incluyen no sólo medidas que traen mejora ambiental y económica a las zonas de los Valles de Coachella e Imperial, como el Mar de Salton y Río Nuevo, sino también capacitación laboral y ayuda financiera a las pequeñas empresas en el distrito. García se graduó del bachillerato de una escuela pública local, completó el programa de Administración Pública "Altos Ejecutivos del Estado y del Gobierno Local" de la Escuela John F. Kennedy de Gobierno de la Universidad de Harvard y obtuvo una Maestría de la

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Universidad del Sur de California en la Política, Planificación y Desarrollo. García fue elegido por primera vez en noviembre de 2004 al Consejo Municipal de la ciudad de Coachella. En 2006, a los 29 años, se hizo el primer Alcalde elegido por Coachella. Bajo su dirección, la ciudad de Coachella transformó en un centro económico y cultural emergente del Valle de Coachella. Él es un padre, esposo y toda la vida residente orgulloso del Valle de Coachella.

Dra. Silvia Elena Giorguli Saucedo es Presidenta del Colegio de México hasta el 2020. Ha sido profesora-investigadora del Centro de Estudios Demográficos, Urbanos y Ambientales desde 2003 y fue directora de este Centro de 2009 a 2015. Fue presidenta de la Sociedad Mexicana de Demografía de 2011 a 2012 y directora fundadora de la revista Coyuntura Demográfica. Revista de los procesos demográficos en México hoy, de 2011 a 2014. Es miembro del Sistema Nacional de Investigadores Nivel II, la Academia Mexicana de la Ciencia y de diferentes asociaciones que promueven la investigación en temas de población. Giorguli estudió Sociología en la Universidad Nacional Autónoma de México, la maestría en Demografía en El Colegio de México, el doctorado en Sociología en la Universidad de Brown y realizó una estancia de investigación en la Universidad de Stanford. Su investigación se centra en temas de migración internacional de México a Estados Unidos y sus consecuencias para los mexicanos en educación y formación familiar, así como las transiciones a la adultez en América Latina y los efectos del cambio demográfico en la educación. Sus publicaciones giran en torno a educación, población y políticas públicas. Actualmente participa en el Proyecto de Migración Mexicana con las universidades de Princeton, Guadalajara y Brown y forma parte del Diálogo sobre Migración en Centro y Norteamérica con el Centro de Investigaciones y Estudios Superiores en Antropología Social y la Universidad de Georgetown.

Emb. Carlos González Gutiérrez actualmente es Cónsul General de México en Austin, Texas. Miembro del Servicio Exterior Mexicano desde 1987, ha sido: Director Ejecutivo del Instituto de los Mexicanos en el Exterior (2003-2009). Fue Cónsul General de México en Sacramento (2009-2015). Entre otros puestos, trabajó en la Embajada de México en los Estados Unidos y en el Consulado General de México en Los Ángeles. En Septiembre de 2011, fue promovido al rango de Embajador por el Presidente de México. Obtuvo el título universitario en Relaciones Internacionales por El Colegio de México, y también cuenta con una Maestría en Relaciones Internacionales por la Universidad del Sur de California. Es autor de varias publicaciones sobre la población mexicana en los Estados Unidos.

Dr. Tonatiuh Guillén López tiene un Doctorado en Ciencias Sociales con Especialidad en Sociología por El Colegio de México. Actualmente es Presidente de El Colegio de la Frontera Norte (2012-2017), en donde ha sido director del Departamento de Estudios de Administración Pública y director de la revista académica Frontera Norte. Ha sido profesor en diferentes universidades e instituciones del país y profesor visitante en otras del extranjero. Sus temas de investigación se concentran en los estudios de política regional, modernización de los gobiernos locales, federalismo y descentralización, además de abordar el estudio de los procesos migratorios. Es autor y coordinador de 15 libros y más de 60 capítulos de libro y artículos en revistas académicas. Es miembro del Sistema Nacional de Investigadores y miembro de la Academia Mexicana de Ciencias. Ha sido integrante del Foro Consultivo Científico y Tecnológico y Presidente del Consejo Consultivo de Centros Públicos de Investigación del Consejo Nacional de Ciencia y Tecnología (CONACYT). Así mismo, ha sido Presidente de la Red de

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Investigadores en Gobiernos Locales Mexicanos (IGLOM, 2004-2007) y Coordinador Ejecutivo del Premio Gobierno y Gestión Local (2005, 2006).

Dr. Edmund ‘Ted’ Hamann es Profesor en la Universidad of Nebraska-Lincoln en el Departamento de Enseñanza, Aprendizaje, y Educación Docente y tiene un cargo honorífico en el Departamento de Antropología. Es coautor/editor de varios libros-entre ellos: *Revisiting Education in the New Latino Diaspora*; *Moisés Sáenz: Vigencia de su Legado*; *Alumnos Transnacionales: Escuelas Mexicanas Frente a la Globalización*; y *The Educational Welcome of Latinos in the New South*, así como más de 50 artículos de revistas, capítulos de libros y monografías. En 2015, fue reconocido con el Premio Antropología en Políticas Públicas de la Asociación Antropológica Americana, por su trabajo con colegas en México para mejorar la capacidad de educadores mexicanos para responder a los estudiantes con movilidad a nivel transnacional.

Sen. Ben Hueso tiene una Licenciatura en UCLA y vive en Logan Heights con sus cuatro hijos. Fue electo Senador para el Estado de California por el Distrito 40 en marzo de 2013. Representa a las ciudades de Imperial Beach, Chula Vista, National City, porciones de la Ciudad de San Diego y a Imperial County. En enero de 2015, el Senador Hueso fue nombrado Presidente Pro Tempore del Comité Senatorial sobre Energía, Servicios Públicos y Comunicaciones y Vice-Presidente del Comité de Asuntos de Veteranos. Además, Hueso fue designado para los Comités de Instituciones Bancarias y Financieras, Recursos Naturales y Agua y Organización Gubernamental del Senado. Desde que asumió el cargo, ha trabajado en iniciativas relacionadas con la calidad del agua, protección al consumidor, seguridad pública y creación de empleos. También es un fuerte defensor de la educación, los temas ambientales y los asuntos binacionales, sirviendo recientemente como Presidente del Selecto Comité en Cooperación California – México. Antes de ser electo como Senador, Hueso sirvió en la Asamblea de 2010 a 2013, donde impulsó legislación para ayudar a las pequeñas empresas, proteger a las víctimas de violencia doméstica, prohibir la venta de drogas sintéticas, garantizar recursos hidráulicos limpios y confiables y estimular la economía. Hueso ejerció su primer puesto de elección como miembro del Consejo de la Ciudad de San Diego representando al 8º distrito de 2006 a 2010. Durante su período, fue designado Presidente del Consejo de 2008 a 2010 gracias a su fuerte liderazgo y a sus habilidades para construir consensos. Sirvió como Comisionado para la Comisión Costera de California, donde trabajó para proteger los hermosos litorales de California. Además sirvió como miembro del Consejo en la Asociación de Gobiernos de San Diego y en la Liga de Ciudades de California.

Mtra. Rocío Inclán obtuvo el grado de maestría en Administración, Planeación y Política Social de la Universidad de Harvard. Después se convirtió en administradora y Directora Título VII en el Distrito Escolar Isaac. Creció en México, en San Luis Río Colorado, en el estado de Sonora, cerca de la frontera de E.U. – México. Cruzaba la frontera diario para asistir a la escuela en los Estados Unidos. Su familia estaba convencida de que una educación en Estados Unidos era clave para una vida mejor. Se graduó de la Escuela Primaria Gadsden, en Gadsden, Arizona y de la Preparatoria Kofa en Yuma, Arizona. Rocío obtuvo la licenciatura en Educación Bilingüe por la Universidad Estatal de Arizona. Como maestra bilingüe, impartió clases durante varios años en la Escuela Primaria Heard en el Distrito Escolar de Phoenix. Trabajó para la Asociación Nacional de Educadores Bilingües. Ahí se enfocó en asesorías, currículo y desarrollo profesional para educadores ELL – y fungió como defensora de estudiantes y educadores ELL. Como Directora Principal del Centro para la Justicia Social de la NEA,

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Rocío está llevando el activismo por la justicia social más allá con asociaciones comunitarias, activistas-miembros y organización en línea. Lideró la creación y el lanzamiento de www.neaedjustice.org una fuente de impactantes historias de nuestros estudiantes, activistas comunitarias y miembros de la NEA que están trabajando por la justicia social. Rocío aporta a su trabajo en la NEA una profunda y sostenida pasión por mejorar la educación de niños pobres.

Dra. Mónica Liliana Jacobo Suárez es Catedrática CONACYT comisionada al CIDE, es Doctora en Política Pública y Desarrollo Internacional por la Universidad de Pittsburgh y Licenciada en Ciencia Política y Relaciones Internacionales por el Centro de investigación y Docencia Económicas (CIDE). Actualmente se desempeña como profesora de tiempo completo en el Programa Interdisciplinario sobre Política y Prácticas Educativas (PIPE), del CIDE. Sus líneas de investigación incluyen: reinserción de jóvenes y niños retornados al sistema educativo mexicano, diseño y evaluación de políticas educativas y la diáspora latinoamericana en Estados Unidos. Candidata al Sistema Nacional de Investigadores, su más reciente publicación es “De Ida y de vuelta: el impacto de la política Migratoria estadounidense en México y su población retornada”, publicada por Carta Económica Regional. Desde hace años combina su trabajo de investigación con una activa colaboración con organizaciones de la sociedad civil pro-inmigrantes. Es miembro permanente del Grupo Interinstitucional sobre Derecho a la Identidad y Acceso a la Educación de la Población Migrante (SEGOB) y del Grupo para la Promoción y Acceso de la Juventud Migrante en Retorno (SEP). Participante del grupo negociador que eliminó la apostilla como requisito para el acceso a la educación de la población migrante en México.

Dr. Bryant Jensen es Profesor Asistente en la Universidad Brigham Young y está interesado en mejorar las oportunidades educativas para los niños de comunidades marginadas, especialmente aquellos latinos provenientes de familias mexicanas o centroamericanas que emigran. Su trabajo se dirige a los aspectos culturales de aprendizaje académico y social, observación en el aula, colaboración entre el hogar y la escuela, preparación de maestros, métodos mixtos y planteamientos basados en el diseño. Ha desarrollado el Classroom Assessment of Sociocultural Interactions (CASI), junto con colegas, lo cual es un protocolo de observación para proveer oportunidades significativas de aprendizaje en el aula para niños de comunidades marginadas. Bryant trabaja como psicólogo escolar en escuelas urbanas en Phoenix y estudió enseñanza de alfabetización y aprendizaje en diferentes comunidades y escuelas en México. Previamente fue investigador asociado para el National Task Force on Early Education for Hispanics, becario Fulbright en México, formador docente en el Valle de San Joaquín en California, y es IES becario postdoctorado en la Universidad de Oregon. Vive en Provo con su esposa Taryn y cuatro hijos.

Dra. Tatyana Kleyn es Profesora Asociada y Directora de los programas Educación Bilingüe y TESOL para el City College de Nueva York. Tiene un doctorado en Educación por el Teachers College, de la Universidad de Columbia. Tatyana sirvió como presidenta de la Asociación Estatal de Nueva York para la Educación Bilingüe (NYSABE) del 2014-2015 y fue becaria Fulbright en Oaxaca, México. Es autora de “Immigration: The Ultimate Teen Guide” y directora de los documentales “Living Undocumented: High School, College and Beyond” y “Una Vida, Dos Países: Children and Youth (Back) in Mexico.” Tatyana fue maestra de escuela primaria en San Pedro Sula, Honduras y en Atlanta, Georgia. En el 2016 recibió el premio de carrera temprana

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por parte del Bilingual Research SIG de la Asociación Americana de Investigación sobre Educación (AERA).

Dra. Francesca López es Profesora Asociada de la Universidad de Arizona, Editora Principal Asociada para el American Journal of Education y co-editora del American Educational Research Journal. Comenzó su carrera en educación como maestra bilingüe (Español/Inglés) a nivel de Primaria y después como consejera de preparatoria para estudiantes en riesgo en el Paso, Texas. Obtuvo el doctorado en Psicología Educativa por la Universidad de Arizona y labora como profesora del Departamento de Estudios y Prácticas sobre Políticas Educativas en la Universidad de Arizona. Su investigación está enfocada en las maneras que el ambiente educativo promueve los logros de los jóvenes latinos y ha sido financiada a través del Programa de Becas de la Asociación Americana de Investigación sobre Educación, el premio de Carrera Temprana de la División 15 de la Asociación Psicológica Americana y la beca Spencer de Posdoctorado de la Academia Nacional de Educación. La Doctora López también es becaria del National Education Policy Center.

Maggie Loredó trabaja como Intérprete Bilingüe, Instructora de inglés, co-fundadora y miembro activa de Otros Dreams en Acción. Nació en la capital de San Luis Potosí donde vive actualmente desde el 2008, que fue el año en que volvió de Estados Unidos después de haber vivido ahí durante 16 años. Maggie aspira a obtener su título universitario en Administración de Empresas con una especialidad en Turismo.

Dr. Enrique Martínez Curiel es Profesor Titular del Departamento de Ciencias Sociales y Humanidades del Centro Universitario de los Valles de la Universidad de Guadalajara. Licenciado en Sociología por la UdeG. Maestría en Estudios Rurales por El Colegio de Michoacán. Doctor en Antropología por la UNAM. Miembro del Sistema Nacional de Investigadores Nivel I. Sus líneas principales de investigación son: Migración Internacional México-Estados Unidos, Hijos de Inmigrantes en Estados Unidos, Migración y Educación y Jóvenes en Transición a la Adulthood. Autor del libro: Los que se van y los que se quedan: familia, migración, educación y jóvenes en transición a la adultez en contextos binacionales.

Dr. Maximino Matus Ruíz es Coordinador de la Maestría en Desarrollo Regional en COLEF. Sus principales líneas de investigación son el acceso, uso y apropiamiento tecnológico en relación a procesos de inclusión y exclusión social, así como el transnacionalismo y el empresariado étnico. Es doctor en Sociología por la Universidad de Wageningen, Holanda. Maestro en Semiótica por la Universidad de Tartu, Estonia. Maestro y Licenciado en Antropología Social por el Centro de Estudios Superiores en Antropología Social (CIESAS-Occidente) y la Escuela Nacional de Antropología e Historia (ENAH), respectivamente; ambas instituciones mexicanas. De noviembre 2011 a octubre de 2014 se desempeñó como coordinador de la Oficina de Tecno-Antropología de Infotec, centro público CONACYT, México. A partir de diciembre de 2014 es catedrático CONACYT y funge como investigador en el Colegio de la Frontera NORTE (COLEF). También pertenece al Sistema Nacional de Investigadores (SNI) de México en el Nivel 1.

Asm. José Medina es Miembro de la Asamblea y preside el Comité de Educación Superior de la Asamblea. Anteriormente Medina presidió el Comité de Empleos, Desarrollo Económico y Economía ayudando a preservar las empresas en California. Medina fue elegido para la Asamblea del Estado de California en 2012. Representa al

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61^{vo} Distrito de la Asamblea que incluye a Riverside, Moreno Valley, Perris y Mead Valley. Aprobó legislación que brindó asistencia a pequeñas empresas, ayudó en la protección de los adultos mayores y mejoró el flujo de productos a través del estado. Medina aporta a la legislatura toda una vida de experiencia en educación, producto de muchos años como maestro con el Distrito Escolar Unificado de Riverside, sirviendo también como miembro de la Asociación de Maestros de la Ciudad de Riverside y como representante al consejo estatal de la Asociación de Maestros de California (CTA). Ha servido como miembro del Consejo de Educación del Distrito Escolar Unificado de Jurupa y ha completado exitosamente tres períodos en el Consejo Distrital de Administración del Riverside Community College. Durante el período de su cargo como fideicomisario, ha funcionado como presidente del comité de enseñanza y aprendizaje y ha apoyado el establecimiento de colegios independientes en Riverside, Moreno Valley y Norco. Medina reconoce el importante papel que la educación superior juega en el apoyo al empleo y la apertura de oportunidades. Cursó una licenciatura en UC Riverside sobre Estudios Latinoamericanos y obtuvo su Maestría en Historia.

Dra. Gail Mummert es Profesora-Investigadora del Centro de Estudios Antropológicos de El Colegio de Michoacán desde 1985. Formada como demógrafa y antropóloga social, sus intereses de investigación de largo plazo se enfocan en la intersección del trabajo, el género, la migración y la familia. Desde 2009, es miembro activo de la línea de Investigación: “Violencia y vulnerabilidad social en procesos locales y transnacionales”. Su publicación más reciente versa sobre la maternidad y paternidad transnacionales en México y en perspectiva comparativa con otros continentes, la crianza a la distancia y la disputada construcción del migrante. También ha realizado investigación-acción con familias migrantes en comunidades rurales de Michoacán, produciendo una serie de tres folletos destinados a jóvenes, padres y madres a distancia y a abuelos que crían a sus nietos.

Dra. Ana Bárbara Mungaray Moctezuma es Doctora en Ciencias Económicas (UABC) y Maestra en Estudios Latinoamericanos (UCLA), miembro del SNI nivel I, Coordinadora del Programa de Doctorado en Estudios del Desarrollo Global (UABC) PNPC. Línea de Investigación: Economía del sector informal y desigualdad social.

Dra. Jennifer O'Donoghue ha dedicado los últimos 23 años a la educación, desempeñándose como profesora, investigadora, aprendiz y activista. Es licenciada en psicología, maestra en política pública y doctora en política educativa. Ha publicado más de 50 capítulos de libros y artículos en temas relacionados con política educativa, participación ciudadana, organización comunitaria, participación juvenil, y autonomía escolar. Su investigación actual se centra en la inclusión educativa, el aprendizaje profesional docente, el plurilingüismo y el liderazgo educativo, entre otros temas.

Dr. Gary Orfield es distinguido Profesor Investigador en Educación, Leyes, Ciencias Políticas y Planeación Urbana en la Universidad de California en Los Ángeles. Los intereses de investigación del Dr. Orfield están en el estudio de los derechos civiles, políticas educativas, políticas urbanas, y oportunidades para las minorías. Fue cofundador y director del Proyecto de Derechos Civiles de Harvard, y ahora funge como codirector del Proyecto de Derechos Civiles de UCLA. Su interés central ha sido el desarrollo e implementación de políticas sociales, con un enfoque centrado en el impacto de las políticas en la igualdad de oportunidades para el éxito en la sociedad Americana. Sus trabajos recientes incluyen ocho libros en coautoría o en coedición desde 2004 y numerosos artículos e informes. En 2013, Orfield presentó "A New Civil

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Rights Agenda for American Education: Creating Opportunity in a Stratified Multiracial Nation" como parte de la Cátedra Brown de la Asociación Americana para la Investigación sobre Educación, inaugurada para conmemorar el aniversario de la resolución Brown vs. Board of Education. Su "A Life in Civil Rights," apareció en la edición de octubre de 2010 de *PS: Political Science & Politics*. Libros recientes coeditados o en coautoría con E. Frankenberg incluyen *The Resegregation of Suburban Schools: A Hidden Crisis in American Education* (2013) así como *Educational Delusions? Why Choice Can Deepen Inequality and How to Make Schools Fair* (2013).

Dip. Adriana Ortiz Lanz es Licenciada en Derecho y Maestra en Administración Pública por el Instituto Universitario "Ortega y Gasset". Cuenta con 28 años de experiencia en el sector educativo, durante los cuales ha ocupado diversos cargos en la administración pública federal y estatal, así como en el sector autónomo. En la administración pública federal, ha sido Coordinadora Nacional de los Colegios de Estudios Científicos y Tecnológicos, Representante de la SEP en los estados de Tabasco y Campeche, así como Titular de la Oficina de Servicios Federales de Apoyo a la Educación en el estado de Campeche. Es miembro del Partido Revolucionario Institucional (PRI) desde el año de 1996. Actualmente es Secretaria de la Comisión de Educación Pública y Servicios Educativos en la Cámara de Diputados.

Mtro. Gustavo Padilla es Abogado, con estudios de Maestría en Administración Pública. Profesor de la Universidad de Guadalajara, actualmente Director General de Educación Superior, Investigación y Posgrado de la Secretaría de Innovación, Ciencia y Tecnología del Gobierno del Estado de Jalisco.

Mtra. Catalina Panait es alumna del doctorado en Ciencias Sociales del Tecnológico de Estudios Superiores de Monterrey. Obtuvo la licenciatura en Japonés e Inglés por la Universidad de Bucarest, Rumania y tiene una Maestría en Educación por la Universidad de Monterrey, México. Durante varios años ha trabajado con niños migrantes internacionales con una trayectoria escolar circular, y enfocada a la transición de los niños del inglés al español en las escuelas mexicanas. Actualmente, su investigación se enfoca en la migración circular que se origina desde el noreste de México y las familias que se ven involucradas en este proceso.

Lic. Atala Pérez, es Trabajadora Social y Licenciada en Relaciones Internacionales, ha trabajado tanto en la iniciativa privada como en la administración pública. En materia de educación tiene una amplia experiencia en proyectos de atención a grupos vulnerables, desarrollados en la Comisión Nacional para el Desarrollo de los Pueblos Indígenas (CDI) y en el Instituto de los Mexicanos en el Exterior (IME) de la Secretaría de Relaciones Exteriores, entre otras.

Dr. William Pérez es Profesor Asociado de Educación en la Escuela de Posgrado de la Universidad Claremont. Tiene una licenciatura por Pomona College y un Doctorado por la Universidad de Stanford. Su investigación se enfoca en los procesos sociales y psicológicos asociados con el éxito académico y el acceso a la educación superior entre estudiantes inmigrantes, indocumentados, indígenas y deportados en México y Estados Unidos. En el 2009, recibió el premio Mildred García a la Excelencia en Investigación por parte de la Asociación para el Estudio de la Educación Superior por su libro, *We ARE Americans: Undocumented Students Pursuing the American Dream* (Stylus). Ha recibido varios premios incluyendo el premio Distinguished Scholar Alumni Award de la Universidad de Stanford, el premio *Early Career Scholar Award* por parte del Grupo de

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Interés Especial de Investigación sobre Hispanos de la Asociación Americana de Investigación sobre Educación y la beca Fullbright. Su libro, *Americans by Heart: Undocumented Latino Students and the Promise of Higher Education* (Teachers College Press), fue seleccionado para el premio Selección de la Crítica 2013 por parte de la Asociación Americana de Estudios sobre Educación. Los dos últimos años ha sido incluido en el ranking anual de Education Week de los 200 académicos universitarios en los Estados Unidos que están influyendo más en la política y en la práctica educativa. Su próximo libro se titula, *Indigenous Mexican Students in U.S. Schools: Ethnicity, Multilingualism, and Academics* (Oxford University Press, 2016).

Dra. A. Eunice Rendón Cárdenas es Doctora y Maestra en Sociología Política y Políticas Públicas por el Instituto de Estudios Políticos de París, cuenta con estudios de posgrado en ética médica y psicosocial en la Universidad de Chile. Licenciatura en Relaciones Internacionales con doble diploma por el Instituto de Estudios Políticos de Lille y la Universidad de las Américas, Puebla. Es investigadora del Sistema Nacional de Investigadores del CONACYT, Nivel I y experta en políticas públicas, prevención social de la violencia, seguridad ciudadana, juventud y estrategias de reactivación económica, desarrollo social y educación en poblaciones vulnerables.

Mtro. Roberto J. Rodríguez es parte del Consejo de la Casa Blanca para Política Interior, donde ejerce como Subdirector Adjunto para el Presidente en Educación. Coordina las iniciativas de política educativa de la Administración desde el aprendizaje temprano hasta nivel universitario y de capacitación profesional. Previamente, Roberto fue Asesor Jurídico Principal para el Senador Estadounidense Edward M. Kennedy (D-MA), presidente del Comité de Salud, Educación, Trabajo y Pensiones (HELP). En esta posición, manejo la agenda de educación Democrática para el Comité y encabezó el desarrollo de políticas y la estrategia para la legislación relacionada con la educación temprana preescolar, primaria, media superior, superior y educación para adultos. Roberto comenzó su período en el Capitolio trabajando para el Comité HELP del Senado, en el desarrollo de la ley No Child Left Behind. Ha trabajado en varias re-autorizaciones de leyes federales, incluyendo la ley para la Educación Primaria y Media Superior, la Ley para la Educación de los Individuos con Discapacidad, Head Start, Child Care, Higher Education, y la ley America COMPETES. Antes de trabajar en el Capitolio, Roberto trabajó como Especialista Superior en Educación para el Consejo Nacional de La Raza, donde ha llevado a cabo investigaciones y análisis sobre aspectos de reformas educativas estatales y federales, así como el desarrollo y la evaluación de programas educativos basados en la comunidad. Es nativo de Grand Rapids, Michigan, tiene una licenciatura por la Universidad de Michigan y una maestría por la Escuela de Posgrado en Educación de Harvard en Cambridge, Massachusetts.

Mtra. Betsabé Román González se encuentra realizando un doctorado en Sociología por el Tecnológico de Monterrey en Monterrey, México. Tiene Maestría en Psicología Educativa por la Universidad Veracruzana y licenciatura en Desarrollo Infantil y Aprendizaje de Maryville College. Ha colaborado como estudiante investigadora en el Seminario Continuo Interinstitucional: Inmigración Internacional, Escuela, Familia y Retorno, financiado por CONACyT y dirigido por el Doctor Victor Zuñiga. En el 2014, recibió entrenamiento formal en Antropología Social en el CIESAS Noreste seguido por su estancia doctoral en UCLA en el 2015. Como estudiante transnacional, su tesis se ha enfocado en las experiencias de escolarización, familiares y comunitarias de los niños que se mudan de Estados Unidos a México, escribiendo sus historias de vida. En su artículo, "Children Returning from the U.S. to Mexico: School Sweet School?" habla

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sobre las dificultades que enfrentan los estudiantes transnacionales en la escuela cuando retornan o se mudan de los Estados Unidos a México con sus familias.

Sen. Juan Carlos Romero Hicks, actualmente es Senador integrante de la LXII y LXIII Legislaturas; preside la Comisión de Educación y es Secretario de la Comisión de Ciencia y Tecnología, y es Secretario de la Comisión de Relaciones Exteriores América del Norte. Director General del Consejo Nacional de Ciencia y Tecnología de México (CONACYT) del 2006 al 2011. Del 2000 al 2006 se desempeñó como gobernador del estado de Guanajuato. Perteneció al Partido Acción Nacional. Anteriormente, entre 1991 y 1999, había fungido como Rector de la Universidad de Guanajuato. Es Licenciado en Relaciones Industriales egresado de la Universidad de Guanajuato y tiene dos maestrías, una en Ciencias Sociales y otra en Administración de Negocios en el South Oregon University.

Veronique Rorive es Subdirectora de la Iniciativa México de la Universidad de California (UC-Mexico Initiative). Apoya a los cinco grupos de trabajo de la iniciativa y al equipo de trabajo sobre movilidad académica y también trabaja con colegas en todos los campus de la Universidad de California para reforzar la relación entre la UC y México a través del establecimiento de asociaciones estratégicas en academia, gobierno, industrias y fundaciones. Antes de trabajar con la Iniciativa, trabajó como Directora de Iniciativas Educativas en nivel Universitario (2012-2014), y supervisó la creación y el seguimiento de un programa de investigación universitario para todo el campus en UC Riverside; previo a eso fungió como Sub-directora del Centro para Conservación Biológica (2002-2012) donde ayudó a desarrollar y manejar proyectos de investigación multidisciplinarios y multi-investigadores en la Península de Yucatán. Sus antecedentes son en antropología con especialización en recursos naturales, lo cual, a partir de 1991 le brindó las oportunidades para trabajar en proyectos de desarrollo comunitario multi-escala y binacionales por toda la Península de Yucatán.

Thomas A. Sáenz, Esq. es el Presidente y Abogado General de MALDEF donde lidera las cinco oficinas de derechos civiles de la organización en la promoción de juicios, apoyo a políticas y educación comunitaria para promover los derechos civiles de los Latinos que viven en Estados Unidos. Saenz se reintegró con MALDEF a partir de Agosto del 2009, después de haber estado cuatro años en el grupo ejecutivo del Alcalde de Los Ángeles Antonio Villaraigosa fungiendo como Abogado para el Alcalde. Previamente, pasó 12 años en MALDEF ejerciendo la abogacía en derechos civiles como parte del personal de abogados, abogado regional y vice-presidente de litigio. Fue el Abogado principal de MALDEF en numerosos casos en las áreas de educación, empleo, derechos de inmigrantes y derecho al voto. Sáenz se graduó de Yale College y de la Escuela de Derecho de Yale y fue secretario de dos jueces federales antes de integrarse inicialmente con MALDEF en 1993.

Mtra. María Dolores Sánchez Soler es socióloga y tiene una Maestría en Ciencias Sociales por la Universidad Autónoma de Baja California. Actualmente es Subdirectora de Estudios de Posgrado y Becas en el Consejo Nacional de Ciencia y Tecnología. Ha sido Asesor en Jefe del Director General del Instituto Politécnico Nacional, fungido como Directora de Investigación, Estudios y Encuestas en el Centro Nacional de Evaluación para la Educación Superior; Secretaria Académica en la Asociación Nacional de Universidades e Instituciones de Educación Superior. Recibió el premio al mérito de parte de la Universidad Autónoma de Baja California (1996), y el Premio ANUIES por Contribución Académica a la Educación Superior. Autora de un libro y de 23 más en

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coautoría sobre educación superior, así como autora de varios artículos, capítulos de libros y ensayos.

Dra. Lucrecia Santibañez (Doctorado en Educación, Maestría en Economía, Universidad de Stanford) es Profesora Asociada en la Escuela de Posgrado en Estudios Educativos de la Universidad Claremont. Previamente, fue Economista Educativa para la Corporación RAND. Ha estudiado cómo incrementar la calidad de la educación y el acceso a oportunidades para poblaciones con bajos recursos a través del mejoramiento de la enseñanza, el liderazgo escolar y el uso eficaz de recursos a nivel escolar en los Estados Unidos y en países en desarrollo. Actualmente desarrolla la agenda para estudiar a los maestros de Aprendices del Idioma Inglés, y los programas de inmersión en dos idiomas en los Estados Unidos. Su investigación académica ha sido publicada por *Economics of Education Review*, *Teachers College Record*, *Review of Educational Research*, *International Journal of Behavioral Development*, *International Journal of Educational Development* y *Well-Being and Social Policy*. Como Investigadora Principal o Investigadora Co-Principal ha recibido becas de investigación por parte de la Fundación Kellogg, la Fundación Hewlett, El Fondo de Evaluación de Impacto Estratégico, El Banco Mundial, el Banco Interamericano de Desarrollo y la Fundación Bill y Melinda Gates.

Dr. Adam Sawyer es Profesor Asistente de Liderazgo Educativo y Cambios Societarios para la Universidad Soka de América. Sus investigaciones examinan la migración global, el transnacionalismo y el desplazamiento y sus implicaciones en el desempeño de estudiantes, política educativa, y liderazgo en contextos de origen y retorno de migrantes, especialmente en Latinoamérica y los Estados Unidos. También es especialista en educación docente, en instrucción en el aula y ha conducido estudios sobre la teorización, el diseño e impacto de programas de desarrollo profesional y de pedagogías sensibles a las necesidades de inmigrantes, minorías de lenguaje y otras poblaciones marginadas a través de la historia. Su trabajo reciente ha sido publicado por *International Migration Review*, *Teacher Education Quarterly*, y el *Migration Policy Institute* y es co-editor del Volumen 2013 Relativo a la Educación, de la *Teachers College Press: Escolarización México-Americana, Inmigración y Soluciones Binacionales. Mexican American Schooling, Inmigración, and Binational Solutions*. Antes de su carrera académica, Adam sirvió como maestro bilingüe de primaria en California y como consejero académico para la Secretaría de Educación Pública. Recibió el doctorado por la Escuela de Posgrado en Educación de Harvard en el 2010.

Dip. Laura Torres Ramírez Maestría en educación bilingüe, presidenta del Consejo Coordinador Empresarial (CCE) de Baja California, diputada local por Rosarito, presidenta de la comisión de Asuntos Fronterizos y Desarrollo Económico, Secretaria de Derechos Humanos de la XXI Legislatura de BC, Secretaria General de CONALYM (Congreso Nacional de Legisladores y Migrantes)

Mtro. Javier Treviño Cantú, actualmente es Subsecretario Educación Básica. Es licenciado en Relaciones Internacionales por El Colegio de México (1985) y Maestro en Políticas Públicas por la Universidad de Harvard (1987). En el Gobierno Federal, se desempeñó como Subsecretario de Planeación y Evaluación de Políticas Educativas (noviembre 2014 - septiembre 2015); Oficial Mayor de la Secretaría de Hacienda y Crédito Público (enero 1998 – enero 2000); Subsecretario de Cooperación Internacional de la Secretaría de Relaciones Exteriores (diciembre 1994 – enero 1998); fue asesor del Secretario de Desarrollo Social Luis Donaldo Colosio (febrero – noviembre 1993) y

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Ministro de Información en la Embajada de México en los Estados Unidos (febrero 1989 – febrero 1993). También fue Secretario General de Gobierno de Nuevo León (octubre 2009 – febrero 2012) y fue electo Diputado Federal por Nuevo León para el período 2012-2015.

Mtra. Gabriela Uro es Directora y Profesional de Políticas e Investigación ELL con cerca de 20 años de experiencia trabajando con distritos escolares urbanos en los Estados Unidos y con las Escuelas del Council of the Great City. Es co-autora de varios reportes que cubren la matriculación de ELL en los mayores distritos escolares de los Estados Unidos, el componente sistémico y las precondiciones para el éxito con ELL, las necesidades de materiales instructivos de calidad para ELLs y varios planes para el mejoramiento de distritos específicos. También es coordinadora de una red nacional de Directores ELL que sirven a los distritos escolares más grandes de la nación, educando a mas de 1.3 millones de ELLs.

Dra. Eunice D. Vargas-Valle es Profesora de Estudios de Población para El Colegio de la Frontera Norte (El Colef). Recibió su doctorado en Sociología con especialización en Demografía por la Universidad de Texas en Austin. Ha sido la Coordinadora Académica para la Maestría en Estudios Poblacionales en El Colef y es miembro de la junta directiva de la Sociedad Mexicana de Demografía (SOMEDE). La Dra. Vargas-Valle es investigadora principal de un proyecto llamado, “Educational integration of recent immigrants from the USA to México in a border context,” fundado por CONACYT y asesora para la sección sobre educación y migrantes del proyecto llamado “Family Migration and Early Life Outcomes,” fundado por NIH. Sus estudios en esta línea de investigación se enfocan en los resultados educativos de estudiantes con vínculos transfronterizos o acceso binacional a la educación, migrantes que retornan y niños nacidos en Estados Unidos que viven en México.

Dr. Juan Fidel Zorrilla Alcalá tiene un doctorado en Sociología de la Educación y es Investigador Titular en la Universidad Autónoma Nacional de México en Política Educativa y Didáctica de Conocimiento Numérico y Alfabetización en Educación a partir del Nivel Básico y cuenta con amplia experiencia como asesor para el Gobierno Federal, y para agencias internacionales y gobiernos diversos.

Dr. Víctor Zúñiga es profesor de Sociología en el Tecnológico de Monterrey. Ha obtenido el Nivel 3 (nivel más alto) como miembro del Sistema Nacional de Investigadores en México. También cuenta con un doctorado en Sociología por la Université de Paris VIII-Vincennes. Desde 1997, su investigación se enfoca en niños migrantes internacionales, nuevos destinos de Mexicanos en Estados Unidos y la migración de retorno de los Estados Unidos hacia México. Actualmente, es editor para la revista TRACE (Procesos Mexicanos y Centroamericanos) y es miembro del Comité Editorial y de Publicaciones sobre Problemas Sociales. Es co-editor junto con R. Hernández-León de “New Destinations: Mexican Immigration in the United States” (Russell Sage Foundation, 2005), publicó “Alumnos Transnacionales: las escuelas mexicanas ante la globalización” (coauthors E. T. Hamann and J. Sánchez García, Secretaría de Educación Pública, 2011). Recientemente, ha co-editado junto con Y. Lenoir y A. Froelich, “La reconnaissance à l’école: perspectives internationales” (Presses de l’Université Laval, 2016).

(versión en español)

“Students We Share” Research Summaries

September 12, 2016

Dra. Mónica Jacobo, Centro de Estudios y Docencias Económicas (CIDE)

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Children and youth return migration to Mexico--characteristics and challenges to educational

This paper has two basic objectives—to describe the nature and scale of the presence of students from the U.S. attending Mexican schools and to consider the basic barriers to entry in the schools of Mexico, discuss recent policy changes, and suggest ways to implement the new policies in schools and states that have not put them into effect.

The study relies heavily on the 2014 Census of Basic Education (CEMABE) and reports that the great majority of the more than 400,000 U.S. born students counted are either in primary school or preschools. These numbers do not include students who have failed to enroll or who seek to continue their education at the college level, and likely undercounts the actual number of these students substantially. The report analyzes the problem that many families have had in enrolling their children because they lack records that are officially stamped at very few offices in the U.S. with special international seals and because their children lack the official Mexican identity cards possessed by the vast majority of children born in Mexico, which are difficult for families to obtain because of a variety of requirements. The study reports that this has been a serious problem for students to enroll in middle school and can be an absolute barrier to high school enrollment. The study describes a major reform to ease these problems issued in 2015, which is not well understood and has not yet been implemented in many schools and regions.

Dr. Gary Orfield, University of California Los Angeles (UCLA) orfield@gmail.com

Education and the Perpetuation of Inequality in a Cross-Border Megalopolis

This paper is about the context of unequal educational and economic opportunity within the vast urbanized area from Los Angeles through Tijuana. The students we share suffer some problems that are unique to them but many that affect lower income and minority families on both sides of the border. By examining demographic

trends, patterns of school success and school achievement gaps, and the relationship between educational attainment and economic success the paper uses official data from the census, schools, and labor markets in both countries and reports that the large majority of both the students in Tijuana and the Latino majority in Southern California, more than nine-tenths of them born as U.S. citizens, fail to achieve the level of education that is essential for economic success and mobility. Although new polling data from both sides of the border show tremendous student optimism about their future attainment and job success, the existing patterns, including discrimination in California and the limited time and resources described by other conference authors, notable educational progress has been below the level of attainment that is related to true mobility: higher education. The paper concludes that educational inequality is deeply embedded across this vast region and that it is necessary to explicitly attack the key barriers if we are to expect outcomes that differ from those in place for many years.

Dr. Luis Calva, Colegio de la Frontera Norte (COLEF) lecalva@colef.mx

Migration flows of education and skills from Mexico to the US

This presentation is about the Survey on Migration in the Northern Border of Mexico (Emif North) at COLEF that provides reliable data on the volume and dynamics of migration of Mexicans moving to the northern border of Mexico and the United States. By 2015, according to the intercensal survey, it is estimated that the volume of the population living in Mexico and studying in the US is 41,805. Among border entities with high numbers of migrants, Baja California (16,387) and Chihuahua (9,319) have the highest number. This phenomenon is closely related to another seen in the border area: that is, mothers who have their children in the US. Data show that 78.4% of those studying in the US were born in that country.

**Dr. Hiram A. Ángel Lara, Universidad de Guadalajara (UDG);
Guillermo Ochoa Campollo, UDG; Melanie Cassandra Diba Chiquete Universidad
Autónoma de Sinaloa Hiram.angel@gmail.com**

The Mexican universities and institutional restrictions placed on “los retornados” from the U.S.--Studies of State

Social inequality is replicated in universities in Mexico, because while in cities such as Mexico City and in states like Sonora, Sinaloa and even Jalisco there are good academic offerings and significant financial resources, there are states with smaller budgets and greater underachievement (Guerrero, Oaxaca, Quintana Roo). Autonomous universities (most of them are public) are very important because in them lies most student demand, and autonomy allows each institution in the country to establish its own admission criteria and enrollment periods. Consequently, the country has as many

different admission criteria and different enrollment periods as the number of State Public Universities (UPEs) and Federal Public Universities (UPFs). This makes it very difficult for returnees navigate admission to universities even if they are academically prepared.

Dra. Leticia Calderón Chelius, Instituto Mora: Lcalderon@Institutomora.edu.mx

Ideas and assumptions about Mexico among young Mexicans returning to the country

This presentation is based on five key observations that describe the situation of returnees to Mexico:

1. Their perception of Mexico as imagined from afar: The pendulum swings from love to hate
2. The experience of forced return: Confronting their own ideas, platitudes and prejudices about the country and society that are unknown, or superficially known)
3. The attitudes of teachers against the new Mexicans: Not recognizing that just because they are Mexicans they don't necessarily know or understand many things in their context—the source of enormous frustration
4. The need to create programs that will locate the history, political system and political culture in a broad schema in which we live daily with a certain lack of clarity
5. The tools to combat mutual stereotypes: Bringing young returnees tools that allow them to understand contemporary Mexico even with its rawness but also its potential. For example, the place of women, organized civil society, the role of youth, differences with political practices as with the election issue, the weight of electoral processes, etc.

Although one cannot change these ideas before living in the country, it is up to schools, teachers and students themselves to seek the way to address these perceptions and needs.

Dr. Rodrigo Aguilar Zepeda, COLEF rzepeda@colef.mx

Arriving at Mexican “Schools.” Experiences of young immigrants and returnees in the process of integration and school integration in Mexico.

US migration to Mexico of children who accompany their parents is not an isolated event. Almost 190,000 children arrived in Mexico in 2010 and 110,000 in 2015. This study includes interviews with 20 children of relatively young age. The age at which they arrive invariably affects the way in which they experience school in a country that is often strange to them. Hence the importance of knowing how is it that school integration takes place for immigrant children to Mexico in two contexts: the city of Tijuana (9 interviews) and the city of Cuernavaca (11 interviews)? Tijuana as a border city and Cuernavaca located in the center of the country are different spaces that host these children. Among the most important findings of this study is that the age at which

children come to Mexico is a factor that directly influences the way they are integrated at school. One plus is that the repetition of grades, as a result of migration, does not seem to be an underlying problem, probably due to the fact that the children were very young when they first entered school in Mexico; the language itself seems to cause more difficulties in the process of school integration. Finally, most immigrant children are Americans (of Mexican parents) and their future plans often include returning to the United States, the question is in what academic condition will they return?

Mtra. Catalina Panait, Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM): Catalina_panait@yahoo.com

Children Circulating between the U.S. and Mexico: fractured Schooling and linguistic ruptures

This is a study of the issue of language in the institutional context of schools in Mexico and the United States. Findings are presented about transitions and linguistic ruptures of migrant students who participate year after year in the seasonal type of circular migration between Mexico and the United States. The study offers descriptions of practices and perceptions of children about their own difficulties to read or write in Spanish, having spent part of the year in educational institutions in the US where English instruction is the norm. Students experience linguistic ruptures leading to a mismatch of basic skills essential for academic success. Without the skills, abilities and knowledge needed to complete in basic education in either school system, migrant children are in a situation of extreme vulnerability.

Dr. Enrique Martínez Curiel, UDG emarcuriel@aol.com

Those who stay in Mexico and those who go to the U.S.-- A longitudinal comparison of the educational trajectories of youth in transition to adulthood

The Longitudinal Study of Educational Achievement (ELLE) in Mexico and the United States analyzes multiple variables that impact educational achievement and employment in the transition from youth to adulthood. It also compares the situation of young people and their parents of the same geographic origin (municipality of Ameca, Jalisco) in two countries: Mexico and the United States. And in the case of families who migrated to California it became a comparison between the situation of documented and undocumented immigrants with those who were already US citizens. This study was conducted initially in 2008 and 2009 with follow-up at both locations (Mexico and US) in 2014. In 14 cities located in northern and southern California, 67 young people were surveyed who were enrolled between grades 7 to 12 and 40 parents in migrant families were surveyed; and in the municipality of Ameca, Jalisco, 114 young people from two secondary and two high schools were interviewed with 90 parents. All young people in the sample were asked about current educational and occupational status, that is, at what grade level were studying, what level of studies they had reached or, if applicable,

what activity they were engaged in at the time. These questions allowed us to examine the educational paths of youth, and also provided important data to determine the degree of connection or social disconnection young people had with social institutions, as there were young people who were neither studying nor working, a situation that marginalized them and resulted in a total disconnection with these institutions, educational and / or economic, which should support them as they move towards adulthood.

In Mexico the school system does not provide sufficient opportunities and the tools necessary to succeed professionally, to "get ahead" in their adult life. By contrast, many of the Dreamers (children of undocumented immigrants) have found some success in the United States.

**Mtra. Melissa Floca, US-Mexico Center, University of California,
San Diego mfloca@ucsd.edu**

The educational performance of Mexican students in the Californias

A survey we conducted of a representative sample of 9th and 10th grade students in the border area of San Diego and Tijuana shows the extent to which young people are rooted in a truly binational community and imagine futures for themselves that are binational as well. Only 10% of students in the cross-border region do not have ties to the opposite side of the border and that over half of students are very connected to both countries. The *students we share* have big aspirations for their futures, and trust schools and teachers to help prepare them for adulthood. However, they face important barriers to success and most in their mid to late twenties have not achieved the set of aspirations that these high school students have laid out for themselves. As we move into our second year of research, we will identify the determinants inside and outside of schools that lead to the significant gap between aspirations and outcomes in terms of educational attainment, social mobility and integration, and labor market placement.

Bryant Jensen, BYU, Dra. Silvia Giorguli, El Colegio de México (COLMEX), Eduardo Hernández Padilla, Universidad Autónoma de Morelos sgiorguli@colmex.mx

Academic achievement of Mexican youth considering migration to US

Prior research has shown how family and personal migration histories are associated with educational opportunity in terms of the quantity of schooling—i.e., current enrollments, high school completion rates, years of schooling, etc. We move beyond that approach to study the associations between migration variables and the quality of students' schooling—i.e., performance on a standardized measure of Spanish literacy—as they transition from middle to high school. By merging 2010 Mexican Census data with a 2008 nationally representative sample of 9th graders in Mexico we identified how

migration variables interact with school retention to affect students' migration plans, effort in school, and performance on a standardized measure of literacy. The results depict a new migration scenario existing in Mexico, where *migration* in rural communities is no longer seen as *the* 'escape valve' and where these Mexican youth now also consider alternative options to migration or postpone their plans to migrate. Findings show that immediate plans for students who consider emigrating are associated with lower academic performance, and that this relationship varies by family socio-economic status and, less so, by urbanicity. Results also show that students today in rural communities are now enrolled longer than any adult family member or immediate social network. However, although the *quantity* of schooling may have increased, the *quality* of schooling for children of migrant families has not. This study reemphasizes the need to target school improvement efforts in underprivileged and under-resourced communities where migration continues to be perceived as an alternative to school success.

Dr. Víctor Aurelio Zúñiga González, ITESM vazgonzalez@itesm.mx

Children of International Migration: consequences for school trajectories.

Over 12 years members of a bi-national and multidisciplinary research group have been surveying, interviewing and observing the children who come to schools in Mexico from the United States. To date, we have data on nearly 1,500 children in five Mexican states. We have concluded that Mexican schools there are no welcoming policies, in fact, these students are often invisible to their teachers. Their skills and knowledge are not recognized. They suffer in the transition from English to Spanish literacy without support. They repeat grades without understanding why. They lose school years because they are not allowed in schools at the date on which they reach Mexico. Their grades fall: many who were excellent students in the United States are considered in Mexico to simply be "regular" students. Sometimes they are humiliated because of the way they speak Spanish or because they cannot read texts in Spanish.

Policies and strategies to welcome these students in Mexican schools, starting with the training of teachers and principals, are the key to the *students we share* becoming successful and their valuable skills recognized and used by both countries. More than half of these returnees, according to our surveys, are born in the United States and therefore have both nationalities and all predictions indicate that their adult lives will unfold in both countries. Children with school experience in the United States have higher aspirations than children who have not migrated. Their bicultural skills, bilingualism (oral and written), and transnational learning constitute valuable human capital for Mexico and the United States.

Dra. Ana Bárbara Mungaray, Mexican Migration Field Research Program (MMFRP), University of California, San Diego (UCSD), Universidad Autónoma de Baja California:
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Socio-economic determinants of the educational skills of the students we share

This paper analyzes the socioeconomic conditions of group of high school students in the bi-national border region of Tijuana-San Diego determined to be "students we share," which is defined as students who have completed part of their formal education on both sides of the border, or who in one or more aspects of their life are linked to this phenomenon.

In this sense, this work characterizes the socioeconomic conditions of the student population, taking into account such factors as employment status of parents and access to resources and tools relevant to education; the conditions of physical and emotional health, such as access to medical services, quality of food and current emotional status. These elements are relevant for understanding the problems related to the educational performance of young bi-national students on the one hand and their transition from youth to adulthood on the other, since according to the literature there are family institutional, and social context factors that help to explain the differences in how their development unfolds. Additionally, the database itself provides unique survey data in the bi-national region, and the analysis provides the incorporation of the degree of trans-nationality as a key element for analysis.

Dr. William Pérez, Claremont Graduate University (CGU) william.perez@cgu.edu

Fragmented Schooling: Examining the Educational Experiences of Indigenous, Undocumented, and Deported Mexican Youth

Using secondary analyses of datasets from four studies of undocumented, deported, and indigenous Mexican students in the U.S. and Mexico, our findings suggest parallel forms of marginalization and exclusion on both sides of the U.S. Mexico border that negatively impact academic engagement. In the U.S. undocumented students lack access to college preparatory courses and information about higher education access. Zapotec, Mixtec, and Purepecha indigenous students in the U.S. suffer from various forms of school-based discrimination due to their indigenous language use and "indigenous" physical characteristics. Similarly, Purepecha students in Michoacan who have internalized negative stereotypes about their academic abilities are less likely to be engaged in school there. Deported youth back in Mexico suffer from various forms of discrimination due to their lack of Spanish language proficiency and American cultural identities that limit their ability to access higher education. Despite these challenges, our research on transnational Mexican students in the U.S. and Mexico suggests that when indigenous, undocumented, and deported youth receive social and language

support from teachers and peers they are more likely to be engaged in school and to report lower psychological distress.

Dra. Eunice D. Vargas, Rodrigo Aguilar Zepeda, COLEF

American citizenship, schooling and bi-national school access for children of recent immigration from the U.S.A.

In this study I analyze the association between being outside the Mexican school system (not attending school in Mexico or attending in the US) of children living in the northern Mexican border region with recent arrivals from the US, and US citizenship. Also analyzed is the relationship between underachievement and these last two variables according to the country where they study. Based on the Intercensal Survey 2015 I have found that children from the US have a higher risk of dropping out when they are born in the US or attended school in the US, compared to their non-immigrant counterparts. Furthermore, the possibilities of educational underachievement are higher for students from the US when they are US-born, both in Mexican schools and in the US, even after taking into account the economic, social and human capital at their disposal in their homes as well as having a Mexican birth certificate. While migrant children born in the US have access to bi-national schooling at the border, they lag in achievement, which can be attributed to a number of barriers to social and school integration.

Dr. Edmund T. Hamann, University of Nebraska, Lincoln Ehamann2@unl.edu

Mexican Teacher Responses and Possible Responses to Transnational Students in Mexican Schools

Based on a review of 68 educators (teachers and administrators) collected over a decade at schools across Mexico, this paper considers how Mexican educators make sense of and respond to binational/transnational enrollees (i.e., students with prior experience in the US). We propose a 5-part taxonomy that characterizes the range of responses (including the non-response of not knowing that there were such students in the enrollment). Many teachers described migrant students as particularly vulnerable and with difficult family circumstances, but others noted that such students often had academic skills, particularly in English, that could be helpful additions to Mexican classrooms. Few teachers felt ready to meet the needs of migrant students and our recommendations include ideas for teacher training and in-service professional development.

Dra. Francesca López, University of Arizona (UA)

Competencies of Teachers of Transnational Students: Do They Have the Language and Cultural Skills Our Students Need?

This paper presents data from three border states with similar populations of transnational students: Arizona, California, and Texas. The academic achievement as measured by the National Assessment of Educational Progress 4th grade reading test for transitional students in Arizona is lower than California by one standard deviation, which in turn is lower than that of Texas, also by a standard deviation. To assess the origins of these differences, the paper presents a summary of the skills that teachers of transnational students should have regarding language and culture, according to research. The research findings indicate that transnational students have higher academic achievement when teachers are required to have a specialization in bilingual education and when teacher certification requirements include three main areas: (1) the benefits of promoting the mother tongue for literacy development; (2) knowledge of how a second language develops; and (3) knowledge of the assessment of student learning. The research findings also indicate that teachers need to have a deep understanding of the student, including their socio-historical context. Although it is obvious that at the state level the requirements vary substantially, the data support the need for teachers of transnational students to meet the requirements of bilingual education, but to strengthen this goal, the policies of states and both countries must reflect that bilingualism is the goal for our students.

Dr. Bryant Jensen, Brigham Young University (BYU), Rodrigo Aguilar Zepeda, El Colegio de la Frontera Norte, Rebeca Mejía Arauz, Universidad ITESO Bryant_Jensen@BYU.edu

Classroom Learning Opportunities for the Students We Share in Mexico

In this paper we analyze Mexican Census data to provide a demographic portrait of three groups of children (ages 6-17 years old) with U.S. association in Mexico vis-à-vis migration experiences: Mexican-born returnees, U.S.-born returnees, and those with a household family member who recently migrated to the U.S. (i.e., “remaining behind”). We conceptualize classroom-learning needs for these students, and share descriptive findings from a recent K-1 video study of classroom quality in Aguascalientes. We find that nearly 1.2 million primary- and high-school-aged children fall into one of these three groups, 4.5% of the child population throughout Mexico. U.S.-born returnees increased significantly from 2010 to 2015, whereas the other two decreased in size. According to our estimates, there were 320,581 U.S.-born returnees ages 6 to 17 years old in 2010, and 412,246 in 2015. Expanding the age range from birth to college—i.e., ages 0 to 24 years old—there were 628,573 U.S.-born returnees in 2015 (well over 700,000 when including Mexican-born returnees). Though dispersed nationally, there were higher concentrations of U.S.-born children in northern and central states, and extensive within-state variation. In nearly a quarter of municipalities, more than 3% of the child population was U.S.-born in 2015, and in 45 municipalities more than 10% of children were U.S.-born returnees. We find in the video study that K-1 classrooms demonstrated decent emotional support and organization, though they were largely disconnected and the quality of instructional support was somewhat weak. We recommend using Census data to target school and communities that are highly

impacted by return migration. Instruments of classroom quality should be developed and refined to measure generic quality, local quality, and instructional time. These measures should be used to design and test teaching practices, education policies, and professional development initiatives that enrich learning opportunities for returnees and others.

Dra. Lucrecia Santibañez, CGU Lucrecia.Santibañez@cgu.edu

Basic Profile of Teachers in the U.S. and Mexico: Prospects for Translational Students

This paper presents a profile of the demographic characteristics of public school teachers in Mexico and the U.S. The limited data that is available to compare and contrast teachers in both countries paints a complicated picture for transnational students: In the United States, children of immigrant Mexican families enroll in mostly monolingual schools, causing a decline in proficiency and use of Spanish. In Mexico, teachers and schools are woefully unprepared to incorporate children of returning migrants. Mexican public schools are of comparatively lower quality than schools in the United States. Mexican public schools are largely staffed by less qualified teachers, have poor levels of resources including technology and basic learning materials, and have large class sizes (on the order of 30-40 students in high schools), though it is important to note that Mexican immigrant students tend to go to the poorest, most segregated and poorly staffed schools in the United States. The school day is short: 6 hours in middle school and high schools, 4.5 hours in elementary school. Extracurricular offerings are limited. This results in lower performance levels overall for Mexican students when compared to U.S. students overall. Nonetheless, Mexican students in the U.S. do not fare well compared to their non-Mexican peers. Although the U.S. has developed English as a Second Language programs for immigrant students (sometimes of dubious quality), Mexico does not have programs to transition returning students with limited Spanish proficiency into the mainstream curriculum and an estimated fewer than 5% of Mexican teachers are bilingual and capable of assisting returning students in English.

Dra. Magdalena Barros Nock, Centro de Investigación y Estudios Superiores en Antropología Social (CIESAS)

School in the lives of young indigenous migrants: Case studies in the Santa Maria Valley, California--Students' perceptions on discrimination and unfairness in rural schools in California

This project is studying the effects of deportations on one hand and on the other the effects of DACA in families of mixed legal status in rural California. These phenomena are studied from the perspective of young people who have experienced schools in California and the study presents some of the problems that young people cited as most important, including discrimination and lack of information on how to navigate the educational system in the U.S.

Mtra. Betsabé Roman, ITESM & Eduardo Carrillo Cantú, Universidad de Monterrey

School Itineraries of Children Moving from the United States to Mexico

Children and adolescents who cross the border between countries are also international migrants, however, they have not been considered as such in migration studies between the US and Mexico. This research has as its main interest to give children an important place as a social actor in migrant families. We believe that through the discourse of transnational children we can learn more about the dynamics in schools, homes and neighborhoods than if we only focus on the discourse of adults (parents, teachers and civil servants). In other words, adults cannot know what is best for transnational children if we do not listen to them. How do you feel when arriving in a new country, new school or new neighborhood? How have they been adapting to changes in their different environments? How do their teachers, classmates and Mexican family treat them? Therefore, in this presentation we focus primarily on projecting the views of children about schools in Mexico and the obstacles they have had to face, with their parents at various school stages. We use the methodology of life stories in a longitudinal investigation of 3½ years that is multi-sited.

Dra. Tatyana Kleyn, The City College of New York (CCNY)

Voices of Trans-border Students: Identity, Language and Schooling (Back) in Mexico

Children and young people are involved in the migration of their families, but their views are rarely taken into account when making decisions to leave or return to a country. This study shows their views and experiences with a focus on their struggle for identity as a Mexican, American or some combination between the two countries. It also shows the difference in the education of these students between countries, which is more difficult when it is the first-time learning Spanish or an indigenous language. Cross-border high school students in Oaxaca formed a group called the "New Dreamers" in which they meet with other students who understand their experiences and worked to inform their teachers about their circumstances and needs. The above is recorded in the documentary *One Life, Two Countries: Children and You're (Back) in Mexico* (Children and Youth (Back) in Mexico). The documentary is available with the corresponding curriculum and guide for teachers: unavidathefilm.com.

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